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ABSTRACT

Reported here are the hearings on the Senior Citizen Higher Education Opportunity Act, which requires participants of federal aid to higher education to provide senior citizens with access, on a space available basis, to already scheduled courses and programs. The hearings were held in New York City on June 11, 1977, before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, House of Representatives. Major content of the document is the testimony of seven witnesses. (EM)

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SENIOR CITIZEN HIGHER EDUCATION OPPORTUNITY ACT

HEARING

BEFORE THE

SUBCOMMITTEE ON POSTSECONDARY EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-FIFTH CONGRESS

FIRST SESSION

ON

H.R. 3542

TO REQUIRE RECIPIENTS OF FEDERAL AID TO HIGHER EDUCATION TO PROVIDE SENIOR CITIZENS WITH ACCESS, ON A SPACE AVAILABLE BASIS, TO ALREADY SCHEDULED COURSES AND PROGRAMS

HEARING HELD IN NEW YORK, N.Y.
JUNE 11, 1977

Printed for the use of the Committee on Education and Labor

CARL D. PERKINS, *Chairman*

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SENIOR CITIZEN HIGHER EDUCATION OPPORTUNITY ACT

SATURDAY, JUNE 11, 1977

HOUSE OF REPRESENTATIVES,
SUBCOMMITTEE ON POSTSECONDARY EDUCATION OF THE
COMMITTEE ON EDUCATION AND LABOR,
New York, N.Y.

The subcommittee met, pursuant to notice, at 9:50 a.m. in room 207, City University Graduate Center, 33 West 42d Street, New York, N.Y., Hon. William D. Ford (chairman of the subcommittee) presiding.

Members present: Representatives Ford, Biaggi and Solarz.

Staff present: Thomas Jolly, counsel; Patricia Morse, subcommittee clerk; Mary Paul, secretary; Dorothy Strunk, minority clerk.

Mr. FORD. The Subcommittee on Postsecondary Education of the Committee on Education and Labor of the U.S. House of Representatives is meeting today in New York at the request of our good friend and colleague, Congressman Solarz, to receive testimony on the Senior Citizen Higher Education Opportunity Act.

Before we begin receiving testimony, I want to commend Mr. Solarz for his sensitivity to the senior citizens of this country. This proposal on which we are holding the hearing today in New York and presumably in the future in Washington is indeed an innovative method of recognizing and rewarding this population, often referred to as one of our greatest national assets.

I understand that Steve's congressional district probably has the largest number of senior citizens in the country outside of the State of Florida. His attention to these constituents is remarkable. Five times a year he publishes a special newsletter directed to them and conducts annually a forum for open discussions of the problems of the elderly. He was a major sponsor of the amendment to the Law Enforcement Assistance Act to control the alarming increase in crime against the elderly. As a result of this the city of New York has received $1 million to set up special units for the protection of these vulnerable citizens.

Also with us today is Congressman Mario Biaggi, a ranking member of this committee, whose activities on behalf of the older American are widely recognized in Congress. Mario is the senior New York member of the House Select Committee on Aging and is chairman of the Subcommittee on Federal, State and Community Services of that committee. This subcommittee is interested in crime against the elderly, legal services, transportation problems and Mr. Biaggi is a very active and very effective leader and spokesman for the activities of that committee.

[Text of H.R. 3542 follows:]

[H.R. 3542, 95th Cong., 1st sess.]

A BILL To require recipients of Federal aid to higher education to provide senior citizens with access, on a space available basis, to already scheduled courses and programs

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That this Act may be cited as the "Senior Citizen Higher Education Opportunity Act".

SEC. 2. Title I of the Higher Education Act of 1965 (hereinafter in the Act referred to as "the Act") is amended by inserting at the end thereof the following new section:

"SENIOR CITIZENS ACCESS TO HIGHER EDUCATION

"SEC. 114. (a) Notwithstanding any other provision of this title, no funds made available under this title shall be paid to any institution of higher education which has not established and fully implemented a senior citizen access plan as provided in subsecton (b).

"(b) Each institution of higher education which the Commissioner determines has an average enrollment of more than five thousand full-time students (or the equivalent in part-time students) shall, as a condition of eligibility for receipt of funds made available under titles I, II (parts A and (B)), III, V through VIII, and X of this Act prepare, submit to the Commissioner, and implement to the satisfaction of the Commissioner, a senior citizen access plan which shall provide for the registering of qualified senior citizens, without charge or tuition except as provided in subsection (c)(2), for scheduled classes and programs of such institution on a space available basis.

"(c)(1) The Commission shall prescribe such regulations as may be necessary to carry out the purposes of this section and to assure compliance with its requirements.

"(2) Such regulations shall include such provisions as may be necessary to permit the assessment of fees from qualified senior citizens not exceeding the actual administrative costs of enrolling such citizen in the classes and programs of the institution (not including any cost of conducting such classes or programs).

"(d) For the purposes of this section—

"(1) the term 'qualified senior citizen' means an individual who is sixty years of age or older and who has completed all course requirements mandated by the institution of higher learning for enrollment in the scheduled class or program; and

"(2) a class or program shall be deemed to have 'space available' if such class or program is not fully subscribed by students other than nonpaying senior citizens."

SEC. 3. (a) Section 202 of the Act is amended—

(1) by striking out "and" at the end of paragraph (2),

(2) by striking out the period at the end of paragraph (3) and inserting in lieu thereof "; and"; and

(3) by inserting immediately after paragraph (3) the following new paragraph:

"(4) provides satisfactory assurance that the applicant is in compliance with the requirements of section 114(b) of this Act.".

(b) Section 203 of the Act is amended by inserting at the end thereof the following new subsection:

"(c) The Commissioner shall not approve the application for a supplemental grant of any institution of higher education which he determines is not in compliance with the requirements of section 114(b) of this Act.".

(c) Section 204 of the Act is amended by inserting at the end thereof the following new subsection:

"(c) The Commissioner shall not make any special grant to any institution of higher education which he determines is not in compliance with the requirements of section 114(b) of this Act.".

SEC. 4. Section 302(a)(1) of the Act is amended—

(1) by striking out "and" at the end of clause (C);

(2) by striking out the period at the end of clause (d) and inserting in lieu thereof "; and"; and

(3) by inserting immediately after clause (D) the following new clause:

"(E) is, in the judgment of the Commissioner, in compliance with the requirements of section 114(b) of this Act.".

SEC. 5. Section 508 of the Act is amended—

(1) by inserting "(a)" immediately after "SEC. 508."; and

(2) by inserting at the end thereof the following new subsection:

"(b) No funds made available under this title shall be paid to any institution of higher education which is not in compliance with section 114(b) of the Act.".

SEC. 6. Section 609 of the Act is amended—

(1) by inserting "(a)" immediately after "SEC. 609."; and

(2) by inserting at the end thereof the following new subsection:

"(b) No funds made available under this part shall be paid to any institution of higher education which is not in compliance with section 114(b) of this Act."

SEC. 7. Title VII of the Act is amended by inserting:

"LIMITATION

"SEC. 783. No funds made available under this title shall be paid to any institution of higher education which is not in compliance with section 114(b) of this Act.".

SEC. 8. Title VIII is amended by inserting at the end thereof the following new section:

"LIMITATION

"SEC. 804. No funds made available under this title shall be paid to any institution of higher education which is not in compliance with section 114(b) of this Act.".

SEC. 9. Title X of the Act is amended by inserting at the end thereof the following new section:

"LIMITATION

"SEC. 1081. No funds made available under this title shall be paid to any institution of higher education which is not in compliance with section 114(b) of this Act.".

Mr. FORD. We have several witnesses scheduled today. Because of a conference, the American Association of Retired Persons was unable to send a witness and we have agreed to accept a statement for the record, which we will insert at the appropriate time.

Our first witness is the sponsor of the legislation pending before the committee, Congressman Solarz. After his testimony I hope he will agree to join Congressman Biaggi and me as a panel member as we hear from the other witnesses who are scheduled to testify today.

The Chair will recognize Mr. Biaggi for any comments he may wish to make at this time.

Mr. BIAGGI. I want to thank the chairman for holding these hearings in New York and for this leadership in the Education and Labor Committee. The sensitivity which he has demonstrated over the years is without peer.

I want to commend my colleague, Steve Solarz, who in the very short time he has been in the Congress has very clearly demonstrated his concerns for his constituents. This legislation is another manifestation of that concern. We share his sensitivity. As chairman of the Subcommittee of the Select Committee on Aging which deals with city, State, and Federal services we can see where the enactment of this legislation would fully utilize the educational systems and develop this resource that goes unrecognized and unsponsored. It would also provide substantial motivation to a large segment of our people who are the subject currently of hearings on the mandatory retirement system. Somewhere along the line the philosophy came into being and was

adopted. But obviously it is an unjust one. Senior citizens should be permitted to work as long as they are able. Consistent with that thinking, they should be able to avail themselves of the educational facilities so long as they are able and willing. This legislation is another contribution to the end of that discrimination.

Again I commend the gentleman from New York, Steve Solarz.

Mr. FORD. Thank you very much, Mr. Biaggi.

Mr. Solarz?

[The document referred to follows:]

TESTIMONY BY CONGRESSMAN STEPHEN J. SOLARZ

"Youth is wasted on the young," as a sage once remarked. And so is a good deal of the education to which youth is exposed. Young people are often distracted by frivolity, immaturity or economic problems from getting an education or from getting the full benefit of their education. Many of the old, having years of practical experience and the time and emotional maturity to devote themselves to study, are in an excellent position to benefit from education.

The life of the mind often grows richer and deeper at the same time that the body is slowing down. Old age, instead of being a dreary succession of empty and declining years, can be a time of accumulation of knowledge and wisdom.

True, the education of the elderly is not career preparation, but it can also have very important practical benefits in improving their knowledge of health, of law, of consumer matters and so on. Moreover, many older people grew up at a time when much less free public education was available—and then spent years paying taxes to underwrite the schooling of succeeding generations. It's time they received some of the well-deserved benefits of education.

The Senior Citizens Higher Education Bill, which I have introduced in Congress, opens up one path toward this goal. It would permit any person over the age of 60 to take any course in any American college or university free of tuition, on a space available basis. The college or university could charge an administration fee sufficient to cover the costs of running the program and could require the student to take other courses which were prerequisites to the course or program they wish to take, but could not impose other admission requirements. If colleges and universities failed to cooperate, funds for certain federal programs would be denied them. The programs involved are of value to the universities but not crucial to their existence. There are nine of them, including construction of new academic facilities, acquisition of library resources, etc. There is ample precedent for this sort of requirement. For example, any or all federal funds could be cut off from institutions which discriminate against women, minorities and handicapped persons. There is now a law requiring that all campus facilities be made accessible to handicapped persons as a condition of eligibility for federal funds.

A great virtue of this program is that it opens up a new opportunity to a very large group of citizens at no significant cost to anyone. Universities and colleges, many of which have lately been experiencing declining enrollments and therefore inefficient use of their facilities and teaching staff, would be able to fill up some of those empty seats in the classroom. In 1980 or so, when the age cohort born during the early '60's (when the birth rate began dropping) reaches college age, there will be an even steeper decline. Because of tenure, it will be difficult to reduce the size of college facilities, so the number of available spaces for senior citizens will be very large.

We recognize that these will be lean financial years for higher education. But this program would cost colleges and universities virtually nothing. They would be permitted to charge a fee covering their additional administrative costs. The cost to the taxpayers would also be minimal. The feeral government and the colleges and universities would have to pay for no additional salaries, no new buildings, no new bureaucracies, no significant expenditures of any kind. Existing federal agencies should easily be able to handle the task of assuring compliance with this law.

Some people have argued against this bill on the grounds that it does not provide funds for special services or courses focused on the particular interests and needs of senior citizens. I have no doubt that such programs are extremely desirable. However, not all senior citizens need or want them, and my bill pro-

vides a considerable economic benefit to those seniors who wish to take advantage of the extremely large range of courses already offered by American colleges and universities, ranging from Shakespeare to ceramics to astronomy. My bill does not purport to meet all of the educational needs of senior citizens, but it offers a very real benefit to those who wish to avail themselves of it. The two approaches are not mutually exclusive, and in fact the presence of senior citizens on campus under a free-tuition program could help generate government funding for the special services or courses desired by some senior citizens.

The concept behind the bill is well-tested. Our own CUNY system, as well as at least 23 state university systems, from New York to Mississippi to Hawaii, have instituted similar programs. The general experience has been that a moderate number of senior citizens take advantage of them, not enough to place any real burden on the institution's facilities.

But even if each of the country's 3,000 or so college campuses averaged only 100 senior citizens a semester, we're talking about a program which would benefit some 300,000 senior citizens each semester. And there is every reason to believe that the demand for such a program will grow. There are already almost 20 million senior citizens in America; some 5,000 people turn 65 every day, whereas only 3,600 senior citizens die, for a net increase of 1,400 every day. Moreover, the coming generation of senior citizens is far better educated than their parents and therefore more likely to be interested in college programs. It isn't every day that we have an idea for a federal program that will benefit hundreds of thousands of people and not cost the taxpayers a penny.

Colleges and universities should regard this trend as a blessing, not a burden. In many places, senior citizens have enriched the classroom experience of other students by drawing on their wealth of life experience. Although they usually don't care about the grade, they are often among the most hardworking and disciplined students. This is because they're taking the class out of a real desire to learn, not to get a better job or please their parents. Many professors have noticed that older students do the reading very conscientiously and raise particularly thoughtful questions in class and in their papers.

The multi-generational classroom offers a unique opportunity to integrate the various age-groups in our society, which are all too often segregated in residence and social activities and therefore regard each other with suspicion and hostility. In the classroom, young people can learn to understand and respect the viewpoint and the special insights of their elders—and older people can grow in self-respect as they discover or rediscover long-hidden talents. Hopefully, young people will also be inspired by the example of older people's genuine thirst for knowledge.

I support strongly any and all efforts to obtain money for senior citizens' educational and other needs. This bill takes a major step toward providing the needed benefits—and at no cost to the taxpayers.

STATEMENT OF HON. STEPHEN J. SOLARZ, A REPRESENTATIVE IN CONGRESS FROM THE STATE OF NEW YORK

Mr. SOLARZ. Thank you very much, Mr. Chairman.

Let me begin by expressing my very real appreciation—I mean this very seriously—to both you and Congressman Biaggi, for holding this hearing this morning. I know that there are many bills introduced into the Congress that rarely reach the stage of being given this kind of consideration.

I know it is something of an inconvenience for you to come down here to the city. I am sure that Congressman Biaggi, as the most popular member of the New York delegation, is besieged by requests for his personal presence not only in his own district but all over the city and had other important things to do.

I appreciate your willingness to give this legislation a hearing.

Let me ask your permission to insert my prepared testimony in the record at this point, and then, for the purpose of expediting the hear-

ing, perhaps I could summarize my remarks and then answer any questions you might have.

Mr. FORD. Without objection the prepared statement in full will be inserted in the record. You may proceed to amend or supplement in any way you see fit.

Mr. SOLARZ. Thank you, Mr. Chairman.

I don't think it would be too much of an exaggeration to say that the idea of this legislation ranks somewhere between motherhood and apple pie in terms of both its simplicity and its attractiveness. I think it represents a relatively rare opportunity to establish a program that will potentially benefit hundreds of thousands and possibly millions of Americans, without in any way representing a drain either on the Federal Treasury or the resources of the institutions that would be called upon pursuant to this legislation to make these opportunities available.

The bill basically would require institutions of higher education in the country with an enrollment of 5,000 or more to establish an open enrollment program for senior citizens, under which any citizen 60 years of age or older would be able to enroll in any course given by that college or university in which space was available without having to pay tuition.

At the same time, the bill recognizes that there would be some administrative expenses which the universities would incur in the process of implementing such a program. As a consequence, it permits these institutions to levy a fee on those senior citizens participating in the program sufficient to cover the administrative costs involved.

If the colleges and universities around the country were prepared to implement such a program on their own there would of course be no need to enact this legislation because there is nothing to prevent any college or university from establishing such a program.

Unfortunately, however, for a variety of reasons most of them have chosen not to. So in order to insure the participation of colleges and universities in this prgram, the bill provides that the eligibility of these institutions for funding under nine different Federal programs would be made conditional on the establishment by these institutions of such a program.

I might point out that there are ample precedents for this procedure. As I am sure this committee knows, under existing law the eligibility of institutions of higher learning to receive Federal funds depends on their refraining from discrimination against women, minorities or handicapped persons. There is also a law that campus facilities have to be made accessible to handicapped persons as a condition of eligibility for Federal funds.

So I don't think anybody can fairly argue that by making eligibility for Federal funds conditioned on the establishment of an open enrollment program for senior citizens, we are somehow breaking new ground or establishing a dangerous precedent. I think in that sense the Rubicon has already been crossed.

I recognize of course that these are difficult financial times for the colleges and universities around the country. But I would submit that the virtue of this program is that as far as the colleges and universities are concerned it would not cost them any more money than they are

now spending, except to the extent that there would be administrative expenses involved, which could be covered by the fees which they would be permitted to charge pursuant to this legislation.

I would like to emphasize that it doesn't require the colleges to hire any new personnel. It doesn't require them to construct any new facilities. It doesn't require them to establish any new bureaucracies. All that it requires them to do is to enable senior citizens to enroll in a course in which space is available.

If it should turn out, as it often does, that in many instances there is no space available in a particular course, then senior citizens under this program would not be eligible to enroll in it.

I hasten to add that there is nothing in this legislation which would prohibit a senior citizen who wanted to go back to college on a full-time basis to get a degree—that they perhaps weren't able to get when they were younger—to enroll on the same basis as other students by paying tuition and thereby becoming eligible to enroll in any course.

But the senior citizen open enrollment program would give an opportunity to those senior citizens who didn't want to enroll on a full-time basis or lacked the resources to do so to take courses given by the university where space was available in them.

This is not an entirely new concept. I wish I could say purely as a matter of pride that one night while sitting in the bathtub I came up with a tremendous proposal. Actually it is well tested. It has been established in at least 23 State universities, plus our own City University of New York, which, I can say with some pride, adopted it several years ago as the result of a recommendation I made.

I had a postcard one day from one of my constituents when I was in the State legislature, suggesting just such a program. I thought it was a remarkably sensible idea. I set up a meeting with the chancellor of the City University and his staff. They raised a number of objections which we were able to deal with. Within a year the City University had established the program. Several thousand senior citizens have taken advantage of this program.

Some might raise questions concerning the extent to which elderly people belong in a college classroom in which most of the other students are in their late teens or early twenties, or the extent to which they have any real interest in taking such courses.

I taught for a few years at the City University of New York in the School of General Studies, which had mostly young people but also some middle-aged and elderly people. The School of General Studies enabled those people to take courses without necessarily working toward a degree on a full-time basis.

I can tell you, and I am sure the people who have taught in institutions of higher learning around the country and have had the opportunity to teach older people would verify this conclusion, that by and large the best students I had were really the old folks who were in the classroom precisely because of the fact that they weren't there to please their parents. They weren't there because they felt obligated to get a college degree either because of their desire for a better job or because there was pressure from their family or from their neighbors. They were there for one reason and one reason only: because they wanted to learn, because they had an intellectual interest in the sub-

ject. And precisely because of that they tended to be the most attentive and often made the most meaningful contributions to the classroom discussion.

Anybody who teaches in a college or university knows that there are many students who are there basically because they have to be there. They are in college because they feel obligated to get a degree and they may be in any particular course because it is one of the degree requirements.

But under the kind of program I am suggesting nobody is going to be dragooned into taking a course against their will. The only people who are going to be there are people who want to learn for the sake of learning.

This leads me really, I suppose, to my last point and that is that I think an unspoken major premise, as it were, of this legislation is that long after an individual retires the life of the mind goes on. I reject the notion that the only kind of courses that are suitable for senior citizens are courses in basketweaving or other kinds of artistic endeavors which you tend to see in local community centers and senior citizen centers and Y's and that sort of thing. I think there is a place for such courses. I have seen in my own community senior citizens benefit from these programs.

But I don't believe that the interest of people in the world of ideas and literature and art and history and science need necessarily come to an end when they reach the age of 60.

At a time when we have 20 million senior citizens in the country, with our senior citizen population increasing all the time, particularly at a time when more and more of our elderly people will be better educated as time goes on, I think the potential interest in this kind of program would be very widespread.

I know that if I were a senior citizen I would relish the opportunity to take the kind of courses I neglected to take when I was in college and which I had never had the time to take during the course of my academic career.

I think it is terribly exciting to give a senior citizen an opportunity to study astronomy or physics or Shakespeare or to have a foreign language opportunity that without this legislation they might not otherwise have.

I understand the staff of the committee requested the Library of Congress to provide an analysis of the legislation, in the course of which they raised several technical questions about the bill.

[Library of Congress memorandum and Mr. Solarz' response appear in appendix.]

I am glad that the staff of the committee requested the study. The Library of Congress of course has a responsibility to respond to such inquiries.

Let me say that in my judgment most of the nitpicking objections which they raised to this legislation are precisely that, nitpicking, and can very easily be resolved. I have no doubt that the committee, if it thinks there is merit to this legislation, can improve it. I wouldn't by any means insist that it has to be adopted without changing a comma or a period.

But I do think all the objections they raise can very easily be answered and, in one or two instances, by amendments to the legislation.

I would be more than happy, Mr. Chairman, if you have any questions, to respond to some of the specific points raised in that study because I feel it would be useful to get both the objections that have been raised as well as the responses to them on the table.

I would hope that if this legislation is ultimately rejected it would be rejected solely on the basis of principle rather than on the basis of technical problems that I think could very easily be resolved either by amending the bill or through the issuance of regulations by the Commissioner of Education after passage of the legislation.

In conclusion, Mr. Chairman, let me say that I think this is a very rare opportunity, an opportunity that those of us in Congress know we very rarely have, to establish a program that will potentially benefit hundreds of thousands of people.

There are 3,000 colleges in the country. If every one of them established a senior citizen open enrollment program pursuant to this bill in which only 100 senior citizens enrolled on the average, that would be 300,000 people whose lives would be enriched by virtue of this legislation.

I think we rarely have the opportunity to enact a program which will potentially benefit so many people without either establishing a big new Federal bureaucracy, which this bill won't require, without spending literally millions of dollars of the taxpayers' money, which this bill won't require, without imposing all sorts of undue requirements on the private sector, which this bill doesn't impose either. (To the extent there are any administrative obligations, they can easily be funded by the fees which can be charged the senior citizens who participate in the program.)

Thank you very much.

Mr. FORD. Thank you. Do you know whether or not any witnesses here are going to describe their experience at City College with courses they have already taken?

Mr. SOLARZ. I believe they will. I certainly think that would be helpful. I might point out a personal experience along these lines. When the program was established there was a little bit of publicity in the New York press about it. I received a letter one day from Mrs. Bertha Farmer, who was an 84-year-old woman living on the Lower East Side of Manhattan, which isn't in my district. But she did try, after finding out about this program, to enroll in a course and had run into some problems. So she contacted me because she had seen my name in the paper. I arranged for her to take the necessary courses and I more or less forgot about it.

About 6 months later I got a very moving letter from her in which she said that at the age of 84 she had just completed her first semester of college work at Hunter College, taken one course in sociology and another in Spanish and had gotten an "A" in one and a "B" in another. She was terribly proud of this and I was terribly proud of what she was able to accomplish.

But what came through the letter was the sense that at the age of 84 when otherwise perhaps things would have been more or less over for her, a whole new life had opened for her and she was involved in the world of ideas. She was doing things she wanted to do all her life which without this program at the City University she never would have been able to do.

When I got elected to Congress it seemed to me that what we did here in New York and what they were doing in 23 State university systems around the country should be done on a national basis as well.

Mr. FORD. We will get into the specifics with the other witnesses about how the program is working. As you know, the reaction of the organizations representing the colleges and universities around the country has been generally negative toward this, enumerating what they consider to be additional burdens.

We consider that kind of reaction somewhat normal to any suggestion which they perceive will complicate their campus life in any way at all.

In the programs that you are familiar with [do most of the students] who take these courses on a space-available basis take them as audit students or do they take them for credit? Is there any pattern that emerges?

Mr. SOLARZ. I honestly don't have statistics on that. I would imagine that some simply audit and others take them for credit, depending on the interests of the individual involved.

Of course, it isn't only City University of New York that has such a program. As I pointed out, there are 23 State university systems and there are colleges here that are outside the framework of the State university system that have such programs. I would imagine the patterns vary, which is one of the reasons I think that it makes sense to give the Commissioner some flexibility in promulgating regulations.

I think it is important to view this as a program which imposes the minimum number of obligations on colleges and universities. I don't think you ought to have rigid national requirements. I think, to the extent possible, you ought to facilitate the ability of a college or university to establish such a program with a minimum amount of disruption.

All I can say is that some of the reactions from colleges and universities should be anticipated, because nobody likes to be told to do something they are not already doing on their own initiative.

But 98 percent of the objections which I have heard raised are easily resolved or are based on a misunderstanding of legislation itself.

I think colleges when they first hear of this have the sense, "I am going to have to build new facilities. I am going to have to hire extra teachers. I am going to have to keep the gymnasium open 4 extra hours a day so that old folks can exercise as well." That is simply not the case. The bill makes it very clear that no new people have to be hired. No new facilities have to be built.

We are talking now not about granting senior citizens who enroll in such a program the same campus privileges as any other student. Their privileges would extend to taking the course and presumably to using

the library. But the law wouldn't require that they be permitted to take up time on the campus tennis courts or to utilize other facilities where their doing so would deprive the full-time undergraduates of opportunities they would otherwise have.

Mr. FORD. As you know we have a large volume of legislation assigned to this committee. The counsel just pointed out to me that this may be the only bill out of all those pending before the committee that does not propose to authorize any new appropriations of Federal money. That is a great advantage these days because I can predict that if it were sent to the Office of Management and Budget they would recommend against it, as they recommend against everything we have sent over there this year involving any expansion of higher education.

Mr. SOLARZ. One thing that I can say is that I have worked very closely with the chairman on a number of legislative matters. But while you always want to listen to what the administration has to say, you tend to give the recommendations precisely the weight to which they are entitled in each individual instance, no more and no less than their merits suggest.

Mr. FORD. Mr. Biaggi?

Mr. BIAGGI. Thank you, Mr. Chairman.

You stated that you hope that if the bill is to be rejected it would be rejected on its conception rather than on its technical nitpicking objection. That being the case, I can't see it being rejected. But I think there are some serious questions.

No. 1, the age of 60. What is happening in our world today is that people are living longer, much more vigorous lives. And I think the concept that 60 years of age makes one a senior citizen, has to be changed. Many of us are nearing that age and still feel vigorous.

Let me ask you this question. I know you think the principle of space available is proper. But I can see a tendency after a period of time to exact a portion of a class and make space available. How do you deal with that?

Mr. SOLARZ. I think that is relatively easily dealt with, although circumstances, of course, might vary from college to college. But basically the way college registration works is as follows. Before the registration period begins, the college, in consultation with the professor and the administrative personnel, makes a determination of the maximum number of people a class will take; that is, they set a figure at which enrollment will close. The people go to register. Let's say for a lab the course might close at 20. For a large lecture course it might close at 200. That will vary depending on the course, the professor, the available facilities.

Everybody who has gone to college has had experience of waiting for 3 hours in a registration line and then finding out that the class is closed because the maximum number have already registered for it.

So the way I envision this program working is as follows: senior citizens who want to enroll in a class with everybody else would wait in line and when it got to their turn would sign a special list put off on the side in order to make sure that if, for example, the maximum number of students for that class was 30 they didn't squeeze out any of the regular paying undergraduates who were fully matriculating and tuition paying.

Mr. BIAGGI. You say "maximum class size" established prior to registration period?

Mr. SOLARZ. Let's say you had a class of 30 and you had 5 senior citizens who were interested in taking the class. There is usually a period of 1 or 2 weeks during which students who are registered in a class have the chance to switch to another course or drop out. If at the end of that period there were still 30 fully matriculated undergraduates in the course, it would not be available for the senior citizens under the open enrollment program. But if it dropped to 25, then there would be room for 5 senior citizens to participate in the class. So it can easily be handled in a way which precludes the possibility of a senior citizen getting in line first and depriving a fully matriculated undergraduate of an opportunity to take the course.

Mr. BIAGGI. That accounts for that. Now let's talk about the senior citizen's point of view with a degree in mind.

Mr. SOLARZ. I think there would be very few senior citizens who would participate in this program working toward a degree. If they were working toward a degree, it would probably make sense for them to pay tuition or to enter on a matriculated basis because that way they would be entitled to get into courses on the same basis as anybody else.

Under the space available concept there are a lot of courses required for a degree which they might not be able to get into. They might have to wait 4 years before space turned up. So to the extent they want a degree, they have an incentive to matriculate on the same basis as everybody else.

The purpose of this program, I think, is not to enable people to get degrees. They can do that now, because there is nothing to prevent senior citizens or anybody else from applying for admission to the college.

Mr. BIAGGI. Except it would be free. This legislation would provide this free.

Mr. SOLARZ. Yes; it would be free. But the main advantage of this, as I see it, is to benefit mostly retired people on fixed incomes who are not prepared to make a full-time academic commitment but who are interested in the world of ideas. You can set whatever age you want—if you want to make it 65, I have no great quarrel with that. I agree that is a significant technicality but a technicality on which the committee might want to work its will.

But you take a person who is maybe 65 or 70 and maybe they decide they would like to learn how to speak Spanish or learn about Shakespeare or maybe they really got interested in biology or maybe they decided they wanted to learn something about the history of their own country, which they never really had a chance to do. Or maybe these days when a lot of people are exploring their own roots they want to learn something about the Italian Renaissance.

Mr. BIAGGI. My roots, not your roots.

Mr. SOLARZ. They could enroll in such a course. They have the time, 3 hours a week or whatever. I think it could really enrich their lives.

Mr. BIAGGI. I agree. I pose the question so we can have your answer on record.

Mr. SOLARZ. I appreciate that.

Mr. BIAGGI. How do you deal with the contention that it would be more costly than just pure administration costs?

Mr. SOLARZ. When you get right down to it, the only costs that are involved are the costs of administering the program. They won't have to build any new facilities because it is on a space available basis. They won't have to hire new teachers.

Somebody raised a problem which I think can easily be dealt with by an amendment to the bill. What you do when you have a large lecture course and for every 30 students you have to hire an additional section person to teach a 1-day-a-week class of 30 students, and you have way under 200 who enroll in the course, so space is available. Let's say you have 60 full-time matriculated undergraduates enrolled, so you have to hire 2 section people, and then 15 senior citizens want to get into the course also, so presumably you have to hire an extra section person for them.

Because we want to maintain the principle of not burdening colleges and universities with additional costs, which I think would be unfair given the circumstances under which they find themselves, the bill could be amended to provide under those circumstances that the course would not be considered to have space available because the definition is not only space available in the large lecture class as a whole but also in the sections. Or perhaps the senior citizens who wanted to participate in that course would have to fund it through the hiring of the extra lecturer themselves. Or perhaps the cost could be spread out in the administration fee which all of the senior citizens enrolled in the program in that particular college would have to pay.

So I think you could deal with that problem in one of those ways. Other than that, there is literally no other cost involved. The only cost is the time taken by somebody in the college administration to register the senior citizens and send them a notice that this is a course they are eligible to participate in and that sort of thing. It is absolutely minimal.

Mr. BIAGGI. Once you get beyond establishing class size, given the proposal in this bill where if the administration fails to cooperate they would not get Federal funding, I think that could be modified and still obtain the objective.

Our experience has been with the universities that in order to avoid criticism they would establish goals and impose on their administrators a mandate, if you will, that they do have some senior citizens in classes when in fact they would not be complying with the intent. Just to avoid the criticism they are playing it safe, as it were.

Mr. SOLARZ. I think that concern could be handled in the language of the report or the language of the bill by making it clear that this legislation does not require goals. I really don't think that it ought to. I think all it ought to require is for the university to submit a plan to the Commissioner whereby they will demonstrate that wherever space is available, however, they determine that space is available——

Mr. BIAGGI. In the purest sense not to exclude any regular student. That has to be very clearly enunciated. Because I can see them going afield.

Mr. SOLARZ. Absolutely no regular students would in any way, shape, manner, or form be precluded from the opportunity to take courses they would be able to take without this program. A senior citizen would only be able to benefit from the program where space was available, as that was defined by the institution itself.

In other words I don't think the Commissioner of Education ought to say to "Podunk University" that "you are going to have 45 spaces available in your biology II course" and if they have 30 regular students they now have to admit 15 senior citizens. That would be up to "Podunk University." If they want to say, "we have a course for five people," that is up to them. If they want to say, "we have a course for 500," that is up to them as well. But once they make that determination, then they would be required to give senior citizens an opportunity to enroll in the course if space were available.

Mr. BIAGGI. Let me give you one more question because it goes to the problem of determining if space is available in the class. If more than one senior citizen arrives simultaneously, as long as they have equal status you can always deal with it one way or another. Let me give you another factor. Two of the three are people of means, very substantial means. The third is just eking out an existence. How do you handle that?

Mr. SOLARZ. Let me say you must have spent some time as a Yeshiva student because these are the kinds of questions you hear in my district all the time. Perhaps you were there on an open enrollment basis. But I think there is an answer to that sort of question. Which senior citizen would be selected, as I see it, would be a function of which one signed up first. This is true of regular students as well. There is a line and somebody is in front of somebody else in the line.

Mr. BIAGGI. That is not my problem.

Mr. SOLARZ. As far as the question of means is concerned, I think it would be a big mistake to establish some kind of a means test.

Mr. BIAGGI. That is my question. How do you resolve that problem? I happen to agree with you. I don't agree with a means test.

Mr. SOLARZ. You resolve it by admitting to the course whichever senior citizen was first on the line.

Mr. BIAGGI. If they arrive simultaneously? I make the point because I anticipate it.

Mr. SOLARZ. It is resolved in the same way as if two regularly matriculated undergraduate students arrive at the same time. The fact is they don't arrive at the same time because in the line to register for a course it often takes you 3 hours to move up on the line. But even if they arrive at the same time, somehow one gets ahead of the other in the line.

Mr. BIAGGI. Suppose a wealthy person comes down and wants to get into the program. A poor person comes in and wants to get into the program. What you are saying is that they both should be treated equally?

Mr. SOLARZ. I think they have to be. To determine who is the rich one and who is the poor one would require the establishment of an administrative procedure and the imposition of means tests, which would just overburden the program. Two senior citizens arrive. How

do you know one is rich and one is poor, other than that one may be well-dressed and one may not be well-dressed?

Mr. BIAGGI. I am going to give you an illustration: limitations on earnings on social security recipients. Mr. Rosenstiel, president of Shenley, receives several hundred thousand dollars in dividends. He is exempt. Everybody knows Mr. Rosenstiel. Say Mr. Rosenstiel came by. Or Mr. Rockefeller. I know we can resolve it. But I am asking this for the record. I am with you on the means test.

Mr. SOLARZ. I think the real problem here is the way you can make such a determination, assuming you want to give priority to the poor over the rich, which is a question in these circumstances I am not sure one can necessarily answer affirmatively. My only point is that the procedures that would be required to determine who was wealthy and who was poor are such that given the limited number of instances it would probably be unwise to establish them. It would probably be administratively better to ignore that particular distinction than to establish a bureaucracy to determine its existence.

Mr. BIAGGI. That is all, Mr. Chairman.

Mr. SOLARZ. Mr. Chairman, if I may, I'd like to submit for the record a brief two-page memo which my staff prepared which lists some of the technical questions that have been raised about the bill together with what we think are the appropriate answers to them.

Mr. FORD. Without objection it will be made a part of the record at this point.

[The document referred to appears in the appendix.]

Mr. FORD. Before asking you to join us here, let me point out that one of the goals that you seek to achieve here was also the goal of the gentleman who now finds himself as Vice President of the United States. He, for a number of years, supported legislation of lifelong learning, and in a 1976 compromise with the Senate we accepted his legislation on lifelong learning as an amendment to the Higher Education Act. After years of trying to get consideration separately and indivdually for it, Fritz Mondale finally decided—as you know, he was one of the most effective legislators in the House or the Senate—to hitchhike on title I of the Higher Education Act. This is something that I am doing with the urban grant universities bill that I have introduced.

I expect that before we are through, the best we can hope for is to make an additional part of title I. Title I now has a part A and a part B. Part B is Mondale's lifelong learning program, which contains a number of findings by Congress that parallel the arguments that you make for your program. It describes lifelong learning as including, but not limited to, adult basic education, continuing education, independent study, agricultural education, business education, labor education, occupational education, and so on, and so forth.

It enumerates various types of education that people might be interested in far beyond the traditional college years. It ends up by saying that the purposes would be to assist communities as well as individuals, public agencies, and other organizations in research and development and to finally serve the needs of personal development.

Unfortunately, neither the House nor the Senate Appropriations Committees have voted money in the current appropriations bills for

1977 and 1978. But I think there is a good chance there will be some funding.

We will examine your legislation with the staff and see if there isn't a possibility of using a carrot instead of a stick. We could require parts A and B of title I of the act for establishing State plans to give priority to institutions within the State that undertake a program like you are talking about. This would give them an incentive to fight to make sure this would be a component of the plan that they would ask to have funded. Part A is funded. I believe New York is one of the States receiving money under that provision. There is a possibility that we could develop a plan so that we would give some priority to those institutions within the State that made this sort of accommodation.

Mr. SOLARZ. I would just like to conclude with this one point which I think is illustrative of the objections we received. I got a four-page single-space letter from a gentleman in New York who has devoted his professional career to education and the elderly in which he vehemently objected to the bill basically on the grounds that what senior citizens really needed was special classes tailored to their particular needs, which costs a substantial amount of money, and he wanted to have psychological counseling for the elderly on the campus and special facilities and all of that and my bill doesn't at all address his concerns.

We wrote back to him and we said that we are not opposed to special programs for the elderly. That is all well and good. We were somewhat skeptical about the willingness of the Congress with a $60 billion deficit to fund those kinds of programs. We further pointed out that what he had in mind and what we had in mind were by no means mutually exclusive or incompatible, that there was no reason why an open enrollment program for senior citizens, giving the elderly an opportunity to enroll in existing courses on a space-available basis where they were interested for a modest fee, precluded the establishment later on of specially funded programs for the elderly.

The interesting thing was, Mr. Chairman, that we got back a letter from him a couple of days later, saying he now agreed with us, that he recognized that the two were not incompatible.

It may well be that the great majority of senior citizens throughout the country will not be interested in taking advantage of such a program. I suspect they would be, given the fact that there are 20 million senior citizens in the country. Even if only a small percentage of them wanted to take advantage of it, we help hundreds of thousands of people without spending more Federal funds and without requiring the colleges and universities to spend their own money other than what would be funded by an administration fee.

Mr. FORD. Let me make one observation. In the report last year which accompanied the higher education amendments we tried to overcome a problem we had standing in the way of programs like this. That problem was the stereotype of what is an average college student. We contended in 1976 that the most commonly accepted stereotypes were no longer valid.

Using census figures that were available to the staff we discovered that only 48 percent of the students taking courses for college credit in this country were the traditional college age of 18 to 22. The balance

of the students were above that age and a substantial number were above the age of 35. I think it is something like 10 percent. But in addition to that, even when they are taking courses for credit, some 29 percent of all the students in the country are part-time students as distinguished from full-time students.

The makeup of the student body in the vast majority of the institutions across the country has changed.

I have one final question that is submitted by the minority. Although we don't have a minority member with us we do have minority staff with us. With the 5,000 enrollment limitation do you think senior citizens living in smaller cities would be cut off from participating in the program? Most of the 33,000 colleges and universities in the country do not have 5,000 or more students in them.

Mr. SOLARZ. I think it is 3,000, Mr. Chairman, not 33,000.

Mr. FORD. 3,300, rather.

Mr. SOLARZ. I am by no means locked in to this figure of 5,000. I think it was put into the original draft as a way of making it a little bit more acceptable to the educational community or at least defusing the opposition since it would free the smaller colleges from the obligation to establish such a program. I suppose the theory was it would be somewhat easier to assimilate and absorb the elderly in larger campuses than smaller ones. But frankly I would not be averse to the elimination of the 5,000 cutoff completely. I have no problem personally with establishing the program for every college. If the college has a small enrollment and they don't have space available in their classes, they wouldn't be obligated to participate. I frankly don't see why a college with an enrollment of 500 that has two spaces available in a particular class shouldn't permit a senior citizen to enroll. Presumaby small colleges are based on the notion of a small student-faculty ratio and what they offer are smaller classes than the larger universities. I think they have every right to do that and I think it makes a valuable contribution to the educational process. But whether they have 5 people in a class or 50 or 500, if there is a limit there may or may not be a vacancy. If there is a vacancy, let an elderly person fill it.

If they want to set 5 as the maximum for the space available in the class and 5 enroll, that class is closed. If you set 50 and 50 enroll, that class is closed. But if you make it 5 and 2 show up, then let 3 others in. If you make it 50 and 20 show up, let the other 30 in.

One last point. Somebody asked whether under our bill it would be possible for a college to cancel a course that was undersubscribed. In other words suppose they said the maximum for this class is 50 and only 5 regularly matriculated students sign up and 45 senior citizens want to get into it—would they be obligated to continue the course?

I would suggest here that an amendment or language in the report should make clear that nothing in this bill would prohibit a college from canceling a course that they might otherwise want to cancel. Because if you deny them that right you are imposing an additional expense on them that they otherwise wouldn't have.

But I really think if you can say to the educational community, "this isn't going to cost you a single cent you otherwise wouldn't have to spend because what little costs are involved are going to be picked up

by the administration fees that the senior citizens who do enroll in it will have to pay," then they will have no legitimate objection to it any longer.

Mr. BIAGGI. If the chairman will yield, I can see just one area. I think the last comment was very important. You stated that the university establishes the class size before registration. It occurs to me that I am not so sure that all universities establish class size before registration. They take registration and then make a determination. How do you deal with that one?

Mr. SOLARZ. That is a very good question. Here what I would do is basically leave it up to the discretion of the Commissioner working with the institution. I don't think we ought to impose rigid national requirements on every college. There is some way that each college, whether before or after registration, can establish whether space is available.

Let's assume you enact the bill and let's say 3,000 colleges around the country establish such a program and from time to time the Commissioner checks to see whether it is working. If it turns out that there is one college that doesn't determine whether space is available until after the registration period is over and this is the only college in the country in which not a single senior citizen is enrolled in any class because there was never space available, it would suggest that they were manipulating the figures and the Commissioner would look into it.

In other words, I would leave this up to the flexibility of the regulations. I am sure a system can be devised to deal with a situation in which a college doesn't determine in advance what the maximum class size is, because at some point that determination has to be made.

Mr. BIAGGI. You suggest that not having a single senior citizen in the class suggests some inquiry. But I think it should be emphasized that not having a senior citizen in a class does not mean per se that it is designed that way. Psychologically they might coerce these administrators.

Mr. SOLARZ. I think that could very productively be added to the legislation. We did something similar to this in the antiboycott bill which we just adopted yesterday when we added language which said that the mere absence of a business relationship between an American firm and a boycotting country or a boycotting corporation does not in and of itself constitute a violation of the legislation.

So I have no problems with that. I wouldn't want to create fears that a Federal bureaucracy is going to pounce on them simply because there were no senior citizens in one class.

Mr. BIAGGI. Our experience with the administrators is that they are a very fragile group.

Mr. SOLARZ. Thank you very much.

Mr. FORD. Thank you very much. We would like to move on now to Mr. Peter Oppenheimer, project director, Institute of Study for Older Adults, New York City Community College, Brooklyn, N.Y.

Without objection the prepared text of Dr. Oppenheimer's statement will be inserted at this point in the record. You may proceed to expand upon it in any way you would like.

[The document referred to follows:]

NEW YORK CITY COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES
INSTITUTE OF STUDY FOR OLDER ADULTS
300 JAY STREET
BROOKLYN, NEW YORK 11201

STATEMENT AT HEARING ON

"SENIOR CITIZEN HIGHER EDUCATION OPPORTUNITY ACT"
H R 3542

DATE & TIME:	June 11, 1977 - 9:30 A.M.
PLACE:	City University Graduate Center 33 West 42nd Street Room 207 New York, N.Y.
BY:	Congress of the United States, House of Representatives, Committee on Education & Labor, Subcommittee on Postsecondary Education.
CHAIRMAN:	William D. Ford (Michigan)
Testimony of:	Dr. Peter W. Oppenheimer, Project Director New York City Community College of the City University of New York Division of Continuing Education and Extension Services Institute of Study for Older Adults

THE VALUE OF EDUCATION FOR OLDER ADULTS HAS BEEN SERIOUSLY UNDERVALUED BY EDUCATORS, GERONTOLOGISTS, SOCIAL WORKERS AND PUBLIC OFFICIALS. HOWEVER, THE IMPORTANCE PLACED ON EDUCATION FOR OLDER ADULTS BY THE OLDER ADULTS THEMSELVES, IS CONSIDERABLY GREATER AND IS BORNE OUT BY THE HARRIS SURVEY CONDUCTED FOR THE NATIONAL COUNCIL ON AGING. HARRIS FOUND THAT "NOT ENOUGH EDUCATION" IS CONSIDERED A VERY OR SOMEWHAT SERIOUS PROBLEM BY 25% OF THOSE 65 AND OVER, BUT A SERIOUS PROBLEM BY ONLY 20% OF THOSE UNDER 65. FURTHERMORE, "NOT ENOUGH EDUCATION" WAS THE ONLY PROBLEM LISTED BY A HIGHER PERCENTAGE OF OLDER ADULTS, THAN BY THOSE UNDER 65. OF THE MANIFOLD PROBLEMS OF THE OLDER ADULT, LACK OF EDUCATION STANDS OUT AS THE ONLY ONE THAT IS ACTUALLY EXPERIENCED AS MORE SERIOUS BY THE ELDERLY THEMSELVES THAN IS SO PERCEIVED BY THE GENERAL PUBLIC. WE NEED LOOK NO FURTHER TO UNDERSTAND WHY EDUCATION FOR OLDER ADULTS IS SO BADLY UNDERFUNDED. HOWEVER, THE ELDERLY NEED AND DESERVE EDUCATION AS MUCH AS ANY OTHER AGE GROUP IN OUR SOCIETY.

THERE IS CLEARLY A CONNECTION BETWEEN THE INCREASED INTEREST AND INVOLVEMENT IN HIGHER EDUCATION AMONG OLDER ADULTS AND THEIR INCREASED SOPHISTICATION AND INVOLVEMENT IN SOCIAL ACTION. WE HAVE SEEN MARKED DEVELOPMENT ON THE PART OF OUR STUDENTS EVERY YEAR. THIS DEVELOPMENT HAS NOW FLOURISHED TO THE POINT THAT WE ARE INVOLVED IN PROGRAMS IN PEER ADVOCACY FOR HEALTH CARE, FOR INCOME SUPPORT AND RIGHTS, FOR SENIOR CENTER INVOLVEMENT, IN LEADERSHIP TRAINING FOR SOCIAL ACTION AND IN TRAINING FOR PEER TEACHING IN CONSUMER EDUCATION. FIFTEEN COLLEGES AND UNIVERSITIES IN NEW YORK CITY ARE NOW ENGAGED IN TEACHING OLDER ADULTS. THE NUMBER OF STUDENTS RUNS INTO THE THOUSANDS. BUT, THERE ARE THOUSANDS MORE WHO ARE ON WAITING LISTS. THE DEMAND FOR HIGHER EDUCATION FOR OLDER ADULTS FAR EXCEEDS THE AVAILABLE PLACES.

WHY THIS GREAT DEMAND FOR EDUCATION ON THE PART OF ELDERS? LIKE AMERICANS OF ALL AGES AND OF ALL RACES, ALL ETHNIC, ECONOMIC, AND SOCIAL GROUPS, ELDERS SEE HIGHER EDUCATION AS THE KEY TO A BETTER LIFE. THIS GREAT DRIVE FOR HIGHER EDUCATION HAS BEEN CHARACTERISTIC OF AMERICANS SINCE THE FOUNDING OF HARVARD COLLEGE IN 1632 ONLY A FEW YEARS AFTER THE LANDING OF THE PILGRIMS. TODAY, THE SPECIFIC REASONS FOR HIGHER EDUCATION FOR SENIORS ARE:

1-TO ENABLE ELDERS TO DO MORE FOR THEMSELVES.

2-TO ENABLE ELDERS TO DO MORE FOR THEIR PEERS.

3-TO HELP THEMSELVES AND THEIR PEERS NEGOTIATE THE BUREAUCRACY.

4-TO ENABLE THEM TO BETTER UNDERSTAND OUR SOCIETY AND OUR GOVERNMENT AND THEIR PLACE IN BOTH.

5-TO HELP ELDERS RETURN TO THE WORK FORCE BY TRAINING THEMSELVES FOR JOBS, PAID AND VOLUNTEER.

6-TO ACHIEVE PSYCHOLOGICAL WELL-BEING AND STRENGTHEN THEIR EGOS.

7-TO GAIN OR REGAIN CONFIDENCE IN THEMSELVES AND THEIR ABILITIES.

8-FOR PERSONAL GROWTH AND SELF-REALIZATION.

9-TO SATISFY LONG-FELT AMBITIONS, NEEDS AND DESIRES.

10-TO SATISFY THEIR INTELLECTUAL CURIOUSITY.

11-TO PREPARE FOR RETIREMENT.

12-TO FIND A MEANING IN LIFE OR A PHILOSOPHY OF LIFE FOR THEIR SENESCENCE.

13-TO MAINTAIN AN ACTIVE AND HEALTHY MIND.

14-DEVELOP BETTER USES OF LEISURE TIME.

15-GAIN APPRECIATION AND ENJOYMENT OF THE ARTS.

FUNDS SPENT ON EDUCATION WILL MAKE OUR ELDERS A STRONGER MORE SELF-SUFFICIENT GROUP, BETTER ABLE TO TAKE CARE OF THEMSELVES AND WILL THEREFORE SAVE PUBLIC FUNDS IN THE YEARS AHEAD. EDUCATION ALSO HAS A LASTING EFFECT AND A HIGH TRANSFER VALUE FROM ONE SITUATION TO ANOTHER. OF ALL THE SERVICES FOR THE ELDERLY, IT IS THE MOST POSITIVE IN ITS FORCE, ECONOMICAL IN THE LONG RUN, EFFICIENT IN ITS RETURN TO SOCIETY.

THE STRENGTH AND HOPE GAINED FROM A LONG-DENIED EDUCATION ARE OF FAR GREATER IMPORTANCE THAN MOST PEOPLE HAVE THOUGHT. ALTHOUGH THE MEASURES APPLIED TO SOLVING THE PHYSICAL NEEDS OF THE OLDER ADULT ARE VITALLY IMPORTANT, THEY ALLEVIATE BUT DO NOT SOLVE THE PROBLEMS OF OLD AGE. NONE OFFER HOPE FOR LASTING CHANGE. EDUCATION AND LEARNING, ONCE GIVEN, CAN NEVER BE TAKEN BACK. WE THINK MORE AND MORE OLDER ADULTS HAVE COME TO UNDERSTAND AND APPRECIATE THIS, AND PERHAPS FOR THIS REASON, THEY PUT A HIGH VALUE ON EDUCATION. AN EIGHTY-FIVE YEAR OLD STUDENT SAID RECENTLY, "I PLEAD WITH YOU IN BEHALF OF OLDER ADULTS. PLEASE SEE TO IT THAT YOU PLACE A HIGH PRIORITY, ON OUR EDUCATIONAL NEEDS. WE NEED FOOD FOR OUR MINDS AS WELL AS FOR OUR BODIES."

THE INSTITUTE OF STUDY FOR OLDER ADULTS PLANS TO MOUNT PROGRAMS NEXT YEAR TRAINING OLDER ADULTS IN PARALEGAL WORK, IN REALTIY ORIENTATION THERAPY, TO WORK WITH THE HOMEBOUND AND INSTITUTIONALIZED, IN INFORMATION AND REFERRAL SERVICES AND IN MANY OTHER AREAS OF POTENTIAL EMPLOYMENT FOR OLDER ADULTS.

THE REQUESTS FOR THESE PROGRAMS HAVE COME FROM OUR STUDENTS WHO HAVE DEVELOPED FROM THEIR FIRST COURSES USUALLY IN CURRENT EVENTS, HEALTH NEEDS FOR THE OLDER ADULT, AND BASIC ENGLISH THROUGH THE LIBERAL ARTS IN AREAS SUCH AS PSYCHOLOGY ANTHROPOLOGY, PHILOSOPHY TO COURSES IN ADVOCACY, CONSUMER EDUCATION AND SOCIAL ACTION. THE DEVELOPMENT OF SOME OF OUR STUDENTS HAS BEEN REMARKABLE.

WE ARE FIRMLY COMMITTED TO THE PRINCIPLE OF OLDER ADULTS WORKING WITH AND HELPING THEMSELVES. FOR MANY YEARS WE HAVE HEARD OF THE VALUE IN USING THE TALENT THAT IS NOW GOING TO WAST AMONG OUR OLDER ADULTS. THE INSTITUTE OF STUDY FOR OLDER ADULTS AGREES. HOWEVER, MOST ELDERS NEED EDUCATION AND TRAINING TO MAKE THESE TALENTS VALUABLE IN TODAYS SOCIETY. EDUCATION CAN PLAY A KEY ROLE IN THE DEVELOPMENT AND USE OF THESE TALENTS. EDUCATION CAN ALSO PLAY A MAJOR ROLE IN OVERCOMING AGEISM. OLDER ADULTS ARE NOW SUFFERING FROM DISCRIMINATION IN MANY FORMS. WELL-MEANING YOUNGER PERSONS WILL NOT PUT AN END TO AGEISM, THEY MAY HELP. BUT THE PRIMARY IMPETUS MUST COME FROM OLDER ADULTS THEMSELVES. WE HAVE SEEN THIS IN THE FIGHT AGAINST RACISM AND SEXISM. THERE IS NO REASON TO BELIEVE THAT THINGS WILL BE DIFFERENT IN THE STRUGGLE AGAINST AGEISM.

BUT, MORE IMPORTANT THAN THE SPECIFIC AID WE CAN GIVE, IN AREAS SUCH AS TRAINING FOR EMPLOYMENT OPPORTUNITIES, WORKING WITH THE HOMEBOUND, PROVIDING INFORMATION AND REFERRAL TO ASSIST IN INCOME SUPPORT, HEALTH NEEDS, TRANSPORTATION AND OTHER AREAS IS THE GENERAL SUPPORT HOPE, AND PSYCHOLOGICAL WELL BEING THAT ELDERS RECEIVE FROM THE BASIC LIBERAL ARTS EDUCATION. THIS UNDERPINS THE GREAT MANY PROGRAMS IN EDUCATION AND TRAINING THAT COLLEGES AND UNIVERSITIES CAN OFFER ELDERS.

THIS BILL WILL TAKE A MAJOR STEP IN ALL PARTS OF THE COUNTRY. THE ELDERS WHO TAKE ADVANTAGE OF THIS LEGISLATION WILL SERVE AS PIONEERS IN WHAT MUST SOON BE A FAR BROADER PROGRAM OF EDUCATION FOR ELDERS. THESE PIONEERS WILL PLAY A VITAL ROLE IN BREAKING DOWN THE STEROTYPE OF AGING IN REGARDS TO EDUCATION. THEY WILL SHOW OUR YOUNGER STUDENTS THAT OLDER ADULTS CAN LEARN, HAVE GOOD MEMORIES, AND HOLD MODERN IDEAS. FOR ALL OF THESE REASONS THE PASSAGE OF THIS BILL IS BADLY NEEDED.

HOWEVER, WE MUST ALSO KEEP IN MIND THAT THIS BILL IS ONLY A START. ONLY A RELATIVELY FEW ELDERS WILL BE ABLE EDUCATIONALLY, PHYSICALLY, AND PSYCHOLOGICALLY TO TAKE ADVANTAGE OF FREE TUITION SPACE AVAILABLE PROGRAMS. THOUSANDS MORE NEED EDUCATIONAL OPPORTUNITIES IN THE COMMUNITIES WHERE THEY LIVE.

WE HAVE EVEN DEVELOPED A MEANS OF BRINGING EDUCATIONAL PROGRAMS TO SHUT-INS THROUGH VISITATION PROGRAMS. ONE OF THE HOMEBOUND STUDENTS, TERMINALLY ILL WITH PARKINSONS DESEASE SAID "IT'S A REWARD". WHEN PRESSED BY HIS VISITOR AS TO WHAT HE MEANT, HE SAID "THIS COURSE IS A REWARD FOR THE GOOD THINGS I HAVE DONE IN MY LIFE".

WE CANNOT NEGLECT THE NEED FOR EDUCATION AMONG OUR MANY DISADVANTAGED OLDER ADULTS. NOT ONLY THE LARGE NUMBER OF HOMEBOUND SO DESPERATELY IN NEED OF EDUCATION BUT ALSO THE DISADVANTAGED EDUCATIONALLY WHO WILL NOT BE ABLE TO KEEP UP WITH THE CLASSES IN THE COLLEGE, THE TIMID WHO WILL BE TURNED OFF BY THE BUREAUCRATIC PROCEDURES OF ADMISSION AND REGISTRATION, THE FEARFULL WHO DO NOT BELIEVE IN THEIR ABILITY TO MASTER THE WORK, THE HESITANT WHO WILL SHY AWAY FROM THE RUSH AND CRUSH OF CROWDED HALLWAYS AND ELEVATORS, THE WARY WHO DO NOT VENTURE OUT IN CITY STREETS, THOSE WITHOUT MEANS OF TRANSPORTATION TO REACH THE COLLEGE, AND MANY MORE WHO FOR A LARGE VARIETY OF REASONS CANNOT OR WILL NOT COME TO THE COLLEGE AT THIS TIME. MOST OF OUR ELDERLY POPULATION FALL INTO THESE CATEGORIES AND NEED VARIED, FLEXIBLE, COMMUNITY BASED OPPORTUNITIES.

DESPITE THESE DRAWBACKS, THIS BILL REPRESENTS AN IMPORTANT STEP FORWARD IN TERMS OF THE CONCEPTS OF LIFELONG LEARNING AND EDUCATION FOR ELDERS. A STEP THAT MUST BE TAKEN NOW.

PETER W. OPPENHEIMER, PH.D.
PROJECT DIRECTOR
INSTITUTE OF STUDY FOR OLDER ADULTS

STATEMENT OF DR. PETER W. OPPENHEIMER, PROJECT DIRECTOR, INSTITUTE OF STUDY FOR OLDER ADULTS, NEW YORK CITY COMMUNITY COLLEGE, BROOKLYN, N.Y.

Mr. OPPENHEIMER. Thank you, Mr. Chairman.

First, I see I am the only witness here today from the City University. So on behalf of the City University I would like to welcome the committee here. I am happy to see them making use of this facility. It is one which we are very proud of.

Mr. BIAGGI. Incidentally, Mr. Oppenheimer, we are paying $300 for the facility.

Mr. OPPENHEIMER. I am even happier then. But while you are here I hope you will look around. It is a particularly fine facility. The building was completely redone. It wasn't built for the City University. It is an excellent job of design, the entire building. It has worked very well. It has served as a graduate center extremely well. And even with the $300, I say "welcome."

Congressman Biaggi knows about our program. I have been in touch with him a number of times about the program. He has always been most supportive, most helpful, in trying to solve any problems that have arisen, grants primarily through the Administration on Aging in Washington.

Of course Congressman Solarz has also worked with us and been helpful from the time he was in the State legislature. We are happy to see him in Congress now where the effect can be even broader.

Congressman Solarz spoke about pride, pride in taking courses. I have one story that I think illustrates that very dramatically. Our program is noncredit, off-campus, where they give certificates for completion to students who finish the course. One of our teachers who taught at the center in Long Island City, went back there about a year later to teach another course. She didn't see one of the students and she was told by the associate professor that this woman had died recently. She had requested that her certificate be placed in the coffin with her and that was done. She was buried holding on to her certificate of completion for this course. It is hard to imagine a doctor or a Ph. D. asking to have their degree be buried with them. But education long denied can become terribly important to many people and it is a central part of many people's lives.

This CUNY program hasn't worked as well as we would like to see it work so far. It is difficult to get statistics because we are working with a number of individual colleges. I called central admissions to get statistics. They gave me the number of older adults in each of the colleges. But, speaking to one or two of my colleagues at the colleges, I questioned the figures. So I would rather not use them. I don't think any of us know how many older adults we have studying in the City University or how many are taking advantage of the open admissions policy for older adults.

There are quite a few. There were figures the first year or two of the program. But the City University has been cut severely in the budget crisis in New York the last 2 years.

One of the areas that has been cut is the institutional research. So figures like this are very hard to come by today.

Mr. FORD. Can you tell us how, in your program, you find and imple- the space available program?

Mr. OPPENHEIMER. Our program is all off-campus. We hold courses at senior centers, homes for the aged, hospitals, and libraries. So it doesn't come into our particular program.

We also have a very flexible program. We take as many students as come to any class. If the class gets too large occasionally we will have two sections. But that is the only limitation we have ever put on. We have never turned anybody away from a class at the Institute of Studies for Older Adults.

We have very few adults at the New York City Community College because it is a technical college. About 30 percent of our students are in liberal arts programs. The other 70 percent are in technical programs. It was established and meant to be as such. The technical programs do not have a great deal of interest for the older adults, heating, ventilating, air-conditioning.

There are many older adults who are enrolled in hotel and restaurant management. Many older students want to take some courses in that area before going to retirement to Vermont perhaps or northern Michigan, establishing a restaurant or hotel.

But on the whole I think the students in New York City are having a tough time taking advantage of the open admissions policy. This I think is the reason for the letter you referred to, I think from Dr. Moody. We work very closely with each other. We discuss this. He is very upset by the inability of most of the colleges to do what should be done to take care of those students or their refusal to do what should be done.

I think at some time, not now but some time, the bill should be amended to give some kinds of incentives to the colleges that will make a hospitable atmosphere for the older adults.

At Hunter, where Moody is in charge of the older adult program, and they are doing it largely through a grant from a private foundation and since then they have got ALA money, they have created a senior lounge. It is a place for older adults to come when they go to the college. They have a senior counselor so there is somebody to help them and guide them, in terms of the registration.

If they expect large numbers of people to take advantage of this act, this will have to be done eventually.

Mr. FORD. Let me interrupt you. One of the difficulties that has developed institutionally is the tendency to develop a form of adult segregation. For example, some institutions approach the problem of adult basic education on the basis of a particular type of student population, set up special courses according to preconceived notions.

One of the virtues of Mr. Solarz' approach is it doesn't suggest setting up a classroom full of old people rather than a multi-age population where specific matter is going to be taught to them because of their age. One of the problems with institutions has been that they find it more comfortable to create a kind of atmosphere with programs especially geared for senior citizens in which a stereotype is created that works against the ultimate purpose of the benefit of a normal school experience.

The system that you are describing is being forced into a narrowing of its conception of the older adults' participation because of a lack of funds. Is that correct?

Mr. OPPENHEIMER. No; I believe very much in age integration.

Mr. FORD. I am not talking about age integration. I am talking about age neutrality. We have been involved for too many years in developing special programs that turn out to be segregated integration by making them a unit, a division. We are worse than the military in that regard in the way we run our educational institutions.

I think what the Solarz bill is asking is that seniors may wander in the same way as someone with money.

Are you getting title I money now for your continuing education extension services from the Federal Government?

Mr. OPPENHEIMER. Not at the moment. We have applied for some title I grants. This program is under title III of the Older Americans Act.

Mr. FORD. How much support are you getting from the Older Americans Act?

Mr. OPPENHEIMER. This year we are getting between $71 and $72,000.

Mr. FORD. Yours is kind of an outreach program.

Mr. OPPENHEIMER. This is an outreach program. I think few students today are prepared to go to the colleges. Many more will start their education in senior centers. We hope there will be a movement from the senior centers to the colleges.

Mr. FORD. Have you participated in preparing the title I applications for your institution?

Mr. OPPENHEIMER. Yes, I have.

Mr. FORD. What are the purposes that are delineated in that? What did you say you wanted the money for?

Mr. OPPENHEIMER. The most recent title I application, we haven't heard on yet of course, is for aiding older adults with information and referral. Most of the applications we have made, except for our basic application now, is to train older adults to help themselves and their peers. We have had a grant for consumer education under the Consumer Education Act. We have applied for grants for studies for older adults so that they will become teachers for their peers so they can reach out to greater numbers of older adults. Our title I application was to teach information and referral, which is extremely important to older adults, at least in New York City. I don't know what the situation is elsewhere. But just knowing where to go and who to see is something that is a very serious need for many problems.

Mr. FORD. The new Commissioner of Education——

Mr. OPPENHEIMER. Boyer?

Mr. FORD. Boyer has moved to consolidate a number of different functions into more centralized areas. In your responsibility of trying to develop new educational extension services to older Americans, is there a way in which you could get a pretty good inventory of how many programs there are, such as older Americans grants, and action grants like the foster grandparents program? Is there a place where anyone brings this together? Or do you have to rely entirely on information that comes to you informally?

Mr. OPPENHEIMER. The Department for the Aging of New York State, which is the area agency on aging, knows pretty well what goes on where. In a city the size of New York I imagine they miss some things, but not many.

Mr. FORD. That becomes the city's participating arm in all kinds of programs, developing, planning and so on. Someone over there has a pretty good idea of what is being done in the several different programs.

Mr. OPPENHEIMER. Right. Most of it through the Older Americans Act. They are aware too of what other acts do serve the aging in other ways. They work closely with the Transportation Department, the Housing Department and others.

Mr. FORD. We have a strong affection for that act in Michigan. It was called the Fogarty-McNamara bill. Pat McNamara of Michigan, who was a senior citizen in the Senate at the time, advocated it and it has continued to grow.

Could you prepare for us a kind of summary as to how you are utilizing that act as a supplement to educational opportunities.

[The document to be furnished appears in the appendix.]

Mr. FORD. Mr. Biaggi.

Mr. BIAGGI. First I want to welcome Mr. Oppenheimer and commend him for the work he has been doing over the years despite limited budgets.

I have several questions. One, the qualifications of the faculty that are out there with the senior citizens, what is the general grade of them?

Mr. OPPENHEIMER. The faculty we use in our programs is generally—I think—excellent. Their qualifications may not be up to those who teach in the colleges. It is all part-time teaching and most of them only teach one or two courses. But in terms of commitment and interest——

Mr. BIAGGI. I am sure of that. I am seeking something. I am not quarreling.

Mr. OPPENHEIMER. We require technically the same requirements that the City University does, a master's degree in education or the discipline in which the person is teaching. We do make some exceptions. In a subject such as gardening our teachers would not have master's degrees.

Most of our teachers, I would say, are graduate students who have their master's degree and are working on their Ph. D.'s.

We are getting more and more retired teachers into the program. There are a few free spirits, teachers who don't want to be tied down to any one job. They would prefer to teach part time in several programs.

Mr. BIAGGI. Are the students given any credits for successful completion of a course? Or is it just for their personal aggrandizement?

Mr. OPPENHEIMER. Just for their personal ego satisfaction. They do receive certificates of completion. They have to attend regularly and show an interest.

Mr. BIAGGI. I know what the stated objective was. But have you had any experience where some of the students went on into college?

Mr. OPPENHEIMER. I don't know of any who have gone on into college. Some of them have started teaching in our program. They don't have the requirements. But we feel they are qualified. Many have taken advance courses in our program. Some have started senior centers on their own. They have done a great many things, but usually in social service rather than in educational areas.

Mr. BIAGGI. A practical problem. You agree with the concept of the legislation?

Mr. OPPENHEIMER. Yes. No question about it.

Mr. BIAGGI. How do you deal with senior citizens traveling to a university? Doesn't that pose a rather difficult problem for them?

Mr. OPPENHEIMER. It poses a very difficult problem. That is one of the reasons that fewer people will be able to take advantage of this.

Many people will not make the trip who otherwise would. For one thing our transportation system is not designed for them. Taking New York City, where the train is elevated and there are those steps to walk, I have trouble getting up sometimes. The fear of crime is more serious.

More and more senior citizens are getting minibuses and other equipment to provide transportation. So that may help.

Eventually I see a system whereby people will go to their senior center and then would be transported on a minibus to the college and would be picked up at a later time.

If you do this and they are at the college most of the day, adequate lounges become important. To get back to that point, New York City Community College doesn't have a lounge in the whole place. It doesn't even have a cafeteria.

Mr. BIAGGI. Some people would say they lounge in the classrooms.

Mr. OPPENHEIMER. That is the reason. It doesn't have a cafeteria where you can eat quietly. There is one cafeteria. It is big and noisy. Because there is no lounge, the students are playing cards there and they are studying there. They are eating there.

If a college has adequate facilities I would agree that you should not have a separate special facilities for older adults. But I do think they require certain amenities that a younger student doesn't find important.

Mr. BIAGGI. Let me follow up on one more question, a final question. Given the travel problems, given your experience, would you comment on the merits of establishing extensions from universities at senior citizen centers with accredited teachers for accreditation upon the successful completion of these courses?

Mr. OPPENHEIMER. At the city university under today's budget problems——

Mr. BIAGGI. Let's not deal with the budget problem.

Mr. OPPENHEIMER. It is out of the question.

Mr. BIAGGI. Let's deal conceptually.

Mr. OPPENHEIMER. Conceptually I think it would be wonderful and it certainly is possible, perhaps not at the senior center but perhaps at a grade school that is no longer needed because there are many empty schoolhouses starting to show up around the country now and there will be more. These could be used for community learning centers.

I think the Community School Act does not give the colleges a large enough role to play. They should build up educational communities where people come to study, particularly in a large city where the transportation problem is so serious.

Mr. BIAGGI. Mr. Chairman, I know you come from a rather tranquil area. When you come to New York City when you view the question of transportation, you have to equate those who venture into mass transportation with those pioneers in early American history when they went across the western plains and were subjected to all types of assaults and atrocities.

So the reality of senior citizens traveling long distances to universities is such that the hope that they would is rather remote.

Mr. FORD. Let me observe when we get to the gas guzzler tax that in Detroit we have limited public transportation.

Mr. BIAGGI. You have less crime.
That is all, Mr. Chairman.
Thank you, Mr. Oppenheimer.
Mr. FORD. Mr. Solarz.
Mr. SOLARZ. Thank you, Mr. Chairman.

Dr. Oppenheimer, I just want to thank you for your support of the legislation which I appreciate and simply observe that if one of the members of the delegation may possibly be running for mayor and should be elected mayor. I have no doubt given his expertise in the criminal law area that conditions will be created over the next 4 years in which senior citizens will be able to feel safe when they travel on mass transit facilities of our town.

Actually, assuming a bill like this were adopted, not all the senior citizens would take advantage of it. It would be impossible anyway. At most only a small percentage would.

But let's say 1 percent decided to avail themselves of the opportunity. You are talking about 200,000 people. It doesn't cost anything. Maybe this is an old-fashioned view because we deal in billions and hundreds of millions. But if you can help a couple of hundred thousand people enrich their lives and it doesn't cost anybody anything, I think it is pretty good.

Mr. BIAGGI. I agree. No question. I think it is a great conception and should be given serious consideration. As you said earlier, on a Saturday morning after 5 days away from home, I thought sufficiently of this legislation to be here.

Mr. SOLARZ. I appreciate that. I look forward to maybe a decade from now when I am still here but you are perhaps in city hall and we have another hearing and you are testifying for funds for minibuses to bring senior citizens into this program.

Mr. OPPENHEIMER. Thank you very much.
Mr. FORD. Thank you very much.
Mr. OPPENHEIMER. Thank you, Mr. Chairman.
Mr. FORD. Is Mr. Sidney Wiener here?
Mr. OPPENHEIMER. No, he isn't.
Mr. FORD. All right. Lurline Jefferson?

Mrs. Jefferson, I read your prepared statement with great interest. Without objection we will insert the complete text of your statement in the record so that you may proceed to add to it or supplement it whichever you feel is best.

Let me say at the outset I think it is one of the best self-prepared statements I have seen in many years. I know everyone who reads this record is going to be impressed by the story of your life.

You may proceed.

[The document referred to follows:]

TESTIMONY OF MRS. LURLINE JEFFERSON

My name is Mrs. Lurline Jefferson. I reside at 470 De Kalb Avenue, Apartment 14E, Brooklyn, New York 11205 (phone number ST 3-6344).

I wish to thank Congressman Solarz and others for affording me the opportunity to speak to you today, concerning my educational experience.

I am 75 years old, and an advocate for senior citizens, representing them by the thousands.

I am affiliated with various clubs and centers, and represent them at the Federal, State, and City and areawide councils.

The Bible quotation, "Cast me not in the time of old age" is something we must think about in life. There are some that would have you believe that all senior citizens are senile, disabled, lonely, and useless. Well let's prove if this is a myth or not.

I became an orphan at the age of 5 years. I was reared by my grandmother who died when I was 15 years. My parents died at an early age, and she was all I had. This was a terrible experience for me as a young teenager. I became lonely, poverty-stricken and had no one to turn to. I was born in New Orleans, La., and I remembered a lady saying to me when I was 5 years old. "I am taking you to school, to register you with the Sisters of the Holy Family". It was a convent, the nuns were kind to me, they fed me daily, and looked after me. At that tender age in school there I learned some Latin songs, and how to read and write French. I received many knocks on my head, for not being able to catch on fast enough. I remained with them until the age of ten, since I had then received some of my religious training.

I then enrolled in public school and it was then I completed my grammar and high school courses. My desire was for a college education. Since I was poverty-stricken, lonely and desirous of continued education, I had two choices in mind: (1) a teacher; and (2) a nurse.

Since I could not afford to complete my education I then decided to work. I was employed at a cigar factory for $1.50 a week as an apprentice. I did not regret it, for later my salary was $40 a week. I lived with a family since my grandmother who reared me until the age of 15 when I had to quit school. I gave her all my money, just for a place to stay. I became lovely as all teenagers are. I wanted a boy friend and to dress up.

I married at 19 years to Leonard Jefferson, a World War I veteran. More troubles, more hardships. I had four beautiful children from that union.

I was a determined person and I would not let anything prevent me from succeeding in life. My husband and I believed that a woman's place was in the home. My place no matter what the income was, was to see that my children received their religious training, education, etc. They received all the love and respect one could give and I was able to send them to college.

I then decided to work on my husband's preferences. I was employed at the U.S. Marine Hospital, New Orleans, La., as an attendant. I liked my work so much that I decided to enter the field of nursing since I had worked in all services and my ratings were beautiful.

It was then at the age of 50 years I decided to enter the Flint Goodrich School of Nursing of Dillard University, believing that with God, all things are possible and still eager for my education. I then entered school and passed my State Board exams with an 87 average. I had been out of school for some time, my school records were lost. I had to seek an attorney and take an oath in order to take my State Board exams.

While working at the Hospital in 1954, I retired on a disability (high blood pressure). That same year, my husband died and I left New Orleans to live with my son in New York.

I lived in the Tilden Houses and it was there, at their center nearby, when I decided to register there.

I was asked by the Director to please fill in the position of Secretary. I later became Vice-President and then President. Later I was a Delegate to the United Senior Center, there I became Vice-President of the United Senior Centers of Greater New York. My interest grew and I became more and more involved. I knew I had a God-given gift, and with his help, I would succeed.

I then took some courses from the N.Y.C. Community College—two in Spanish and two in Social Action. Social Action was my pet subject. These subjects were courses offered for Older Adults by Dr. P. Oppenheimer.

During my Social Action courses, I saw the needs of the Elderly, and spoke many times on the proper legislation needed in their behalf.

How a bill becomes a law, more leadership training for the Elderly, how to work with your legislators and political leaders.

Speaking to my seniors at my center, namely, Lafayette Garden, which I have just organized, I had this to say to them. You must continue to learn, and you must remember you are never too old to learn. You must become involved not only in education but other interests as well.

When I mentioned about education, some replied to me you cannot teach old dogs new tricks.

Well this was my reply to them: God gave you a good mind with all the wisdom and knowledge you need. You must remember that you're not a dog, but if he can do a trick, you can do many for a higher education.

To me, life is beautiful with age. Dignity is a creative art to be treasured. It affords one the opportunity to reveal and prophesize the future to our children and their children's children. We are able to awaken them and teach them how to profit by our sufferings.

The senior citizens of today have the controlling voting power. The youth should be concerned about it also, since they are the ones who will benefit by our own legislative laws. Every one is entitled to higher education opportunities.

We must work with leaders in government. We can educate them and they can educate us as to our needs for survival.

The Bill, H.R. 3542 by Congressman Solarz is the bill we are in need of. Take advantage of this golden opportunity, and tell your friends about it.

Support the bill, Senior Citizens Higher Education Act which affords you a free college education with only a small administrative cost. Write your Congressmen and Senators urging them to sponsor it.

So many were denied it.-I love it, and still intend at 75 to go as long as I can to learn and continue where I left off.

Thanking you all again.

STATEMENT OF MRS. LURLINE JEFFERSON, BROOKLYN, N.Y.

Mrs. JEFFERSON. Thank you so much. I am very happy to be here today to testify. You have the testimony. But I would like to add this. That I don't think that we should be discouraged to have older people attend college. I find that the reason they aren't attending now is because the administration can ask questions as to your previous education and how long you have been out of school, which is an imposition.

If there was a simplified procedure whereby you could have maybe just a month or two of orientation, I think the colleges would be full of elderly people.

I would also like to say that there are many elderly people who are interested in going back to college but because of this reason—this is one of the reasons they had given to me—I had the opportunity to take some courses at the New York City Community College which Mr. Oppenheimer spoke of just now. They were very practical to the senior citizens because this was the first program that was offered to the older adults in the centers and since I have been familiar with various centers I was in, I thought it was one of the best things that could ever happen.

It gave the elderly people an opportunity to become involved, to do things that they had learned to do and gave them a chance to see that someone was in their corner.

Elderly people are not all senile. I never had the opportunity to go to college. I still have never been to college. As an orphan I could not get a college education because of poverty. I was always desirous of learning. I am still desirous of learning.

But I would like to say that through the courses that I have taken from the community college and with my affiliation with the Senators and Congressmen who were interested in the elderly people, I have found that this is one of the greatest things that could ever happen.

I hope that the bill that is being sponsored by the subcommittee, H.R. 3542, will be given some consideration. I am hoping that there will be some transportation, which will be needed for the elderly to attend these courses.

I would like to say I am not fearful of the bill not passing. I am not fearful of funds being available. There are many ways to obtain funds. We will just have to tap one line from the other until we get this done. But we do want the senior citizens considered.

Thank you.

Mr. FORD. Thank you very much.

[Applause.]

Mr. FORD. She is also very adept at being an effective witness, I might say.

Mr. BIAGGI. Mr. Chairman, I would like to comment. Though there is some disparity in our ages, Mrs. Jefferson, there is some similarity in our careers.

Mrs. JEFFERSON. Really?

Mr. BIAGGI. Yes. We have enjoyed poverty.

Mrs. JEFFERSON. I am still going through that stage.

Mr. BIAGGI. I say "enjoyed poverty" because my daughter made a wise observation one time. She said, "Dad, you have given me everything in life but a depression." There was many a lesson to be learned from that depression. I went through it. I don't recommend it. But having gone through it, I wouldn't have exchanged it.

You went to nursing school at the age of 50. I went to law school at the age of 45. You didn't go to college. Neither did I. You are a nurse. I am an attorney. The desire for education remains unrequited in you and remains unrequited in me.

Mrs. JEFFERSON. Thank you. That is inspirational. I might add that I had to take an oath to prove my educational experience in order to get my certificate because the requirement was that you had to show proof of your school, that you attended. I wouldn't have been able to pass my State board exams hadn't it been that I had gone to this attorney to take an oath that I had completed the grammar grades and the high school in order to get the certificate in nursing. I wasn't a dumb student after all those years of missing school, you know.

That is why I mention if we just have some kind of preparatory college orientation it would flood the colleges with people who are desirous of having a higher education.

Mr. BIAGGI. I would like to add one more note. My first daughter, the one that made the wise observation, is a child psychologist. The second one is in your profession. She is a nurse.

Mrs. JEFFERSON. Thank you.

Mr. BIAGGI. So we have a great deal in common.

Mr. FORD. Mr. Solarz.

Mr. SOLARZ. Thank you, Mr. Chairman. This is about the most moving testimony I have had an opportunity to see and hear in my 2½ years in the Congress.

All I can say is that if the price of enabling someone like Mrs. Jefferson to satisfy her thirst for knowledge is requiring some college bureaucrat to spend an absolutely minimal amount of time filling out a form for which in any case they will be reimbursed by the fee that Mrs. Jefferson will have to pay, it seems to me to be a very small price indeed.

I suspect that there are literally hundreds of thousands if not millions of Mrs. Jeffersons around the country who are thirsting for these

opportunities and who could have them because the facilities are there; the teachers are there; the classsrooms are there; the space is there. Colleges were built to meet the baby boom of the 1940's and they find they have a lot of space available.

I think it would be a terrible thing if we did not match the people with the facilities at no cost.

Mr. BIAGGI. I take exception to the gentleman's comment. I take exception to one point. There aren't many Mrs. Jeffersons.

Mr. FORD. Now I call on Mr. Samuel Brightman, director of educational services, National Council of Senior Citizens, Washington, D.C.

[The document referred to follows:]

PREPARED STATEMENT BY SAMUEL C. BRIGHTMAN, DIRECTOR OF EDUCATION SERVICES, NATIONAL COUNCIL OF SENIOR CITIZENS AND NATIONAL SENIOR CITIZENS EDUCATION AND RESEARCH CENTER

My name is Samuel C. Brightman. I am Education Services Director of the National Council of Senior Citizens and the National Senior Citizens Education and Research Center. The National Council of Senior Citizens is a membership organization with 3,800 affiliated clubs which have a total membership of more than three million. We attempt to work for the welfare of all of the aged, but we pay special attention to the problems of the less affluent in this group.

I have been with the Senior Citizens Council for only a brief time, but I have already discovered that two negative views about education and the aged are much more prevalent than I had supposed.

One of these opinions is that there is no value to society in learning by the aged.

The other is that there is no value to the aged in learning.

I disagree strongly with both of these opinions and I welcome the introduction of the Senior Citizen Higher Education Opportunity Act because it affirms, I believe, my conviction that learning by older persons contributes to the good health of our society as well as to the well-being of the aged who find personal fulfillment in education.

I should tell you that I am not a professional educator. I am a journalist by trade. About half of my working life has been spent as a journalist, and about half as a political advocate. I have been Washington correspondent for the Louisville Courier-Journal and a Deputy Chairman of the Democratic National Committee. The American Broadcasting Company has had enough faith that this service did not compromise my journalistic objectivity to hire me for its election coverage in every national campaign since I left the Democratic Committee in 1965. The Columbia Broadcasting System has used my services at the last four national political conventions.

I am telling you where I come from because I am not someone whose experience as an educator has persuaded him that the product he sells is good for everyone; I am a person whose experience as a reporter and a politician has led to the conviction that increased adult learning is essential to the welfare of this country. For the last six years, I have edited a newsletter, Adult and Continuing Education Today, devoted to learning by adults. I work as an individual in any way I can to increase the learning oportunities for adults and the use of these opportunities.

Since I left the campus in 1933, I have seen our government seek to use education as a tool to solve problems in our country. Usually we have sought to increase the quality of our schools and the years which our young people spend in the classroom. And then middle-aged adults, many of whom have learned little outside of the demands of their job or profession since they left the classroom, go right on making the decisions in our society while these "best-educated in our history" young people await their turn for positions of authority.

I would suggest to you that the doctor who is proficient in the latest techniques of brain surgery but who believes our society is the same as it was when he took Civics or Social Science in high school is not much better qualified to perform the duties of citizenship and cast his vote intelligently than is a functional illiterate.

You members of this Committee undergo a continuing learning process about a variety of things, but you must know many successful persons whose general education ceased when they got their diplomas. I know I do.

So I believe strongly in lifelong learning and, since I am a senior citizen myself, I take the phrase literally. I believe that we all have a need to learn and an obligation to learn so long as we are able, not just until we reach some age of compulsory retirement.

I thus see the Senior Citizen Higher Education Act to be not only an effort to provide learning opportunity for older Americans but to be an affirmation of the importance of learning to Americans of all ages.

It occurred to me that it might be useful to produce some Republican testimony to rebut the argument that postsecondary education is suitable only for the young, and is wasted on the aged. A member of the other body, Senator S. I. Hayakawa, demonstrated last year that a 70-year-old professor can learn enough about politics to win the Republican nomination and go on to defeat a Democrat incumbent. On the occasion of the Johns Hopkins University Centennial celebration, the distinguished educator had this to say :

"Is anyone ever too old to go to college ; I doubt it. But I am sure that many are too young. My experience as a teacher tells me that higher education is too precious to be wasted on the immature. . . .

"Once upon a time higher education in America was for the children of the privileged, as it still is in most countries of the world. Today colleges and universities are neither exclusively for the privileged nor exclusively for the young. . . .

"It is time the general public learned to think of colleges and universities not as places for 'kids,' but as an available service for everybody. Such a raising of our sights regarding the possibilities of higher education means breaking the mold into which all too many colleges and universities have been frozen by trying to follow the models of distinguished graduate schools.

"Everyone should be able to get an education, whatever his age or previous condition of servitude. This is an idea that will gather increasing momentum in the coming years."

The opposition to this legislation that I have heard is not very persuasive to me.

I was at a meeting where the representative of a large state university said he did not want the U.S. Government telling it what to do. But since his institution receives federal funds, and since this institution benefits, along with society, from the programs on which federal funds are spent, I do not find it unreasonable for the federal government to tell the institution to provide a service that will benefit many individuals and will cost the institution nothing.

Curiously, I have also heard some people say, "We're already doing it so why do we need a law?" Well, a lot of institutions are not doing it. Some public institutions are prevented by law from admitting anyone without payment of tuition or other fees.

So this bill will add some uniformity to the access of older people to educational opportunity. At present, I might add, there is a great deal of inequity. Many learning programs for the aged are funded by grants from government agencies or private sources. The older person who lives where some institution has won a grant is thus provided with opportunity that may not exist for old persons 50 or 100 miles away. This "grantsmanship roulette" creates inequity in the availability of educational opportunity for other groups, but it is particularly prevalent, I believe, in regards to both education and other services provided to the aged. In any event, it is apparent that relying on voluntary action in this field will only perpetuate an inequtiy.

It has been said that this legislation would create difficult administrative problems for colleges and universities. I would think that space available could be determined by counting the chairs and counting the number of paid registered students and subtracting the latter from the former. Or, if the course is in English literature where the professor is a little shaky on mathematics, he could just get a graduate student to count the empty chairs for him.

And I have heard that older students would be a disruptive influence in the classroom. This argument intrigues me. "Disruptive influence" is a kind of catch-all phrase. I was once sent home from high school for being a disruptive influence. Some of us had been shooting paper clips at another with rubber bands while all Gaul was being divided into three parts. I am told that in some high schools today a student who goes after the teacher with a switch-blade knife is termed a disruptive influence.

As far back as my days on campus, the term was also used to describe students who challenged a teacher's statements, who asked questions his instructor might not find it easy to answer.

Well, most of my senior citizen colleagues are past the age of pranks and violence, so the only disruption I can imagine is that we might ask tough questions. It seems to me that this might be more likely to benefit a class, rather than to disrupt it.

I suppose that if you gentlemen on this Committee were in a political science class conducted by a professor whose progress from baccalaureate to doctors degree to professor has never taken him off the campus, that professor would probably consider your silent attention a disruptive influence on him personally.

The other side of the coin—and I would call it the "heads-you-win-side"—is that you would be a valuable resource to enhance the learning opportunity of the younger students.

In other words, I believe that the presence of senior citizens in college classes will not disrupt those classes, but will enrich them.

May I take a moment to return to the notion that learning is not for the aged. A while back the chairman of the Appropriations Committee of the House in the Arizona Legislature was quoted as follows:

"What are they going to do with the education when they have already retired? I think they're using it as a place to go. We're trying to educate the ones that can't afford the college system, we're trying to educate the youth to keep them off of welfare. Those that are already retired, my God, they're using it as a hobby."

This was in reference to community colleges.

The Arizona Council of Senior Citizens has a lobbyist, unpaid and without an expense account, but a registered lobbyist nonetheless. He made this response:

"Senior citizens resent the implication that there is nothing new or useful for older Americans to learn. Shouldn't we have the opportunity to improve our understanding and participation in the life of the community?

"The physical plants of the vast majority of colleges and universities in America were built by the taxes and contributions of those who are now senior citizens. Yet, as a group, they are the educationally deprived generation. One out of four never finished grade school, only one out of ten finished high school and probably one out of a hundred finished college. They now ask that the campuses they built admit them—without tuition.

"Why? Because they are also the income deprived generation. According to state government data, more than one out of five senior citizens has a total income below the poverty level and another fifth is at or near that level."

It does seem to me that the generation now entering the shadows of 65 and over has paid its dues to society. We entered the job market during the country's biggest depression and many of us started out with menial jobs at poor pay. We—a majority of us at least—adopted Social Security, a program that taxed our wages to provide income for older people who had not paid into the fund over their lifetimes. A good many of us found our way into combat zones in World War II and when we got back, we felt we were too old to use the GI bill of rights. We went back to working and paying taxes and we built up a system of public education the like of which no other country has ever known. And we have gone on working and paying taxes, and some of us still are. So I believe it is only simple equity to let us sample some of the free education we have provided for others.

The old benefit from learning in several ways. Education is a way for us to acquire skills that will enable us to help other aged persons. It helps us to continue to be good citizens. It is good for us to set goals and to reach them. It is good for us to associate with our fellow Americans, and if some of them are younger than we, so much the better for us.

I believe that when the aged are learning and their minds are active, they are less likely to become a burden on society. And, a good many, as I said, are learning to help other aged, a valuable thing, because no aged person wants our country to develop a case worker-welfare recipient pattern in which the lives of the aged are managed by paid social workers.

There is one more reason I support this bill. If it is enacted into law, I want to take advantage of it. I particularly want to get into some of the courses on gerontology so that I can find out what the professors are teaching the young people to do to, for and with us old folks.

I thank you for this opportunity to testify and urge passage of H.R. 3542.

STATEMENT OF SAMUEL C. BRIGHTMAN, DIRECTOR OF EDUCATIONAL SERVICES, NATIONAL COUNCIL OF SENIOR CITIZENS, WASHINGTON, D.C.

Mr. BRIGHTMAN. Thank you. The National Council of Senior Citizens is a membership organization with 3,800 affiliated clubs which have a total membership of more than 3 million.

You have my testimony. I would request——

Mr. FORD. I ask unanimous consent that the prepared statement be included in full at this point in the record. You may expand upon it or proceed in any way that you wish.

Mr. BRIGHTMAN. We are particularly concerned, I think, with the problems of the less advantaged, the less affluent.

I have been dealing with the problems of senior citizens for a very brief time. But I have discovered two negative views that are very much more prevalent than I had supposed. One is that there is no value to society in learning by the aged. The other is that there is no value to the aged in learning.

I disagree with those opinions and welcome the opportunity to offer this testimony to point out that there is value to society and to the senior citizens in learning.

I am not a professional educator. I am a journalist by trade. I spent about half of my life as a journalist and half as a political advocate. I have been Washington correspondent for the Louisville Courier-Journal. I have worked for the networks. I have been a deputy chairman of the Democratic National Committee.

I think it is important to tell you my background because it is easy to get a parade of educators who will come in and tell you that education is the best thing since apple butter.

Mr. FORD. May I interrupt you for just a moment?

Mr. BRIGHTMAN. Yes, sir.

Mr. FORD. Your political expertise is showing through when you underline Louisville Courier-Journal in your prepared text inasmuch as the chairman of the full committee is from Kentucky and the chief clerk for the committee is a former reporter for the Louisville Courier-Journal.

Mr. BRIGHTMAN. If I might add one other political comment, as far as I know, Carl Perkins is one of the few chairmen of committees who makes a point to go before Dan Flood the first time an authorization has been voted and to testify for the actual appropriation and since this doesn't require appropriation I consider that the authorization is affirmation and when appropriation is required as in the case of lifetime learning I think we have halfway affirmed that the principle and concept of lifelong learning in the Mondale amendments and when funds are available maybe we will have completed that process.

I am convinced of the value of lifelong adult education, the need for it, from my experience as a journalist and a politician. For 6 years I have edited a newsletter on adult education. I have worked as an individual to try to make it more available to adults and to promote the idea among adults.

Since I left the campus in 1933 I have seen the Federal Government many times attempt to use education as a form of social inter-

vention to meet some problem or need in our society, usually trying to improve the quality of the public schools and increase the amount of time that these young people spend in these public schools.

We say we have turned out the best educated generation. That is what they said at my commencement and they have said it at every commencement since then. Then we set them on hold while we who are middle-aged and in positions of authority and policy go on and run the country.

I would like to suggest that the doctor who has kept up with the latest techniques in brain surgery and still thinks our society is the same as when he took civics or social science in high school is not a great deal more qualified to cast his vote intelligently than one who is virtually a functional illiterate.

We have known successful people who have not really kept up with the changes in society through any form of adult learning.

I am interested in the concept in the Mondale bill particularly because I think it tends to meet some of this need that I perceive.

I just want to remind you in connection with that that I am a senior citizen. I have a need to learn and an obligation to learn. We do not and should not turn off the learning process when we reach some arbitrary age of retirement.

I hope this passes because this is an affirmation of older people and their need to learn.

I thought when I understood that Democrats were going to be at this hearing that I would try to produce a little Republican testimony. I want to tell you that a Member of the other body, Senator S. I. Hayakawa, proved last year that a 70-year-old professor can learn enough about practical politics to win the Republican nomination and go on to defeat an incumbent.

It does prove the ability of old people to learn new skills and to function. On the occasion of the centennial at Johns Hopkins University I would just read you one paragraph of what he said.

> Is anyone ever too old to go to college? I doubt it. But I am sure that many are too young. My experience as a teacher tells me that higher education is too precious to be wasted on the immature.

The opposition to the legislation that I have heard has not been very persuasive to me.

I was at a meeting where a representative of one university said, "Well, we don't want the Federal Government telling us any more what to do."

This institution gets I don't know how many different kinds of grants and funds from the Federal Government. Presumably they use these funds to benefit society. But it also benefits the institution. I don't see why they should feel unduly burdened by being asked to do a modest thing like this which costs very little money.

I have heard people say, "Well, we don't need a law because some people are already doing it." The fact is that a great number of institutions are not doing it and in some cases the legislation sets arbitrary fees which cannot be waived or changed at the discretion of the people running the universities.

So I see this as a means of adding some uniformity to the access by older people to educational opportunity.

I have been talking with some educators lately about this. There is a great deal of inequity. Many learning programs for the aged are funded by these grant programs. The citizen who lives within the jurisdiction of a university that is aggressive in getting grants to help the aged, if he is aged, he is lucky. If an institution 100 miles away is interested in something else and is not interested in getting such grants for the aged, he doesn't have them.

This inequity of opportunity, grantsmanship, affects all education. This is especially pervasive in the area of the aged. Leaving it up to voluntary action would only serve to perpetuate existing inequities.

I didn't know whether to put this in my testimony or not. But I have heard that older students would be a disruptive influence in the classroom. This argument intrigues me. I was once sent home from high school for being a disruptive student. I was shooting paper clips with rubberbands while all Gaul was being divided in three parts. I am told in some high schools they send the student home for going after the teacher with a switchblade knife. They describe him as a disruptive influence.

Mr. BIAGGI. He is only disruptive if he cuts——

Mr. BRIGHTMAN. Cuts him. All right.

As far back as my days on campus the term was also used to describe any student who challenged the teacher's statements or who asked questions they might find hard to answer.

Most of the senior citizens are past the age of pranks and violence. So the only disruption I can imagine would be to ask questions. It seems to me this might be more likely to benefit the class.

I suppose that if you gentlemen were sitting in a political science class that was being conducted by a professor who had gone straight from high school to the campus, straight from his baccalaureate to his doctorate and straight from there to teaching political science and never left the campus, he might find the fact that you were sitting there listening to what he had to say somewhat disruptive for him.

On the other side of the coin—I would call it the "heads-you-win" side—you would be a valuable resource to the other students. In that class you would add to their learning opportunity.

So I think the presence of senior citizens in college classes will not disrupt them but will enrich them.

I want to come back one more time to the notion that learning is not for the aged. I was out in Arizona recently and they sent me this statement attributed to the chairman of the Appropriations Committee of the House in the Arizona legislature.

> What are they going to do—what are they going to do with the education when they have already retired? I think they're using it as a place to go. We're trying to educate the ones that can't afford the college system. We're trying to educate the youth to keep them off of welfare. Those that are already retired, my God, they're using it as a hobby.

This was in reference to community colleges.

The Arizona Council of Senior Citizens has a lobbyist. He is unpaid. He doesn't have an expense account. But he is a genuine registered lobbyist. He made this response.

> Senior citizens resent the implication that there is nothing new or useful for older Americans to learn. Shouldn't we have the opportunity to improve our understanding and participation in the life of the community?

The physical plants of the vast majority of colleges and universities in America were built by the taxes and contributions of those who are now senior citizens. Yet, as a group, they are the educationally deprived generation. One out of four never finished grade school. Only one out of 10 finished high school and probably one out of a hundred finished college. They now ask that the campuses they built admit them, without tuition.

Why? Because they are also the income deprived generation. This happens to be a figure for Arizona. More than one out of five senior citizens has an income below the poverty level and another fifth is at or near that level.

I don't think we need to document the fact that the majority of senior citizens live pretty close to the line. Very few of them can walk in like Mr. Rosenstiel and lay down the money very easily.

The old benefit from learning in several ways. Education is a way for us to acquire skills that will enable us to help other aged persons. It helps us to continue to be good citizens. It is good for us to set goals and to reach them. It is good for us to associate with our fellow Americans. And if some of them are younger than we, so much the better for us.

I believe that when the aged are learning and their minds are active, they are less likely to become a burden on society. And a good many, as I said and as Dr. Oppenheimer said, are learning to help the other aged. This is a valuable thing because no aged person that I know wants our country to develop a system where we have a case worker-welfare recipient pattern in which the aged are assisted. We don't want to set up a system where case workers manage the lives of older Americans.

I also have a personal reason for supporting this bill. If it is enacted I hope to take advantage of it. I particularly want to go to some of the courses on gerontology so that I can find out what the professors are teaching the young people to do, for, to and with us old folks.

I thank you.

Mr. FORD. Let me say that the Arizona reference is timely for me. I am staying over until Monday to start off a 2-day conference on migrant education. I served with the Governor of Arizona on a task force on the question of migrants. My State of Michigan and the State of New York are both ranked together in that study because we both have migrant populations.

Governor Castro will be here for 2 days, Monday and Tuesday, chairing the meeting. We are scheduled to do something with the local news media on Monday morning. I will take the liberty of giving him a copy of your statement with pages 4 and 5 marked. I am sure he has problems with the chairman of the Appropriations Committee too. From what I know of the Governor, he wouldn't share the sentiments.

Mr. BRIGHTMAN. The community colleges in Arizona are doing the job. Some of them are formula programs under title I. Some of the programs are under discretionary grant programs of title I. There is an organized effort to get them retained and have senior citizens enter on the community college campus.

My criterion for whether a category grant program is working is whether it ends when Uncle Sam's money stops or whether it has served the desired purpose, how the citizens of the area perceive the value of the service and whether they wish to continue.

If I had to make a guess I would guess that when the Federal money runs out at least some of the services there will be continued, which I found a heartening thing.

Mr. FORD. Thank you very much.

Mr. Biaggi?

Mr. BIAGGI. No, I have no questions. I congratulate you for your testimony and for your effective subtleties, as observed by the chairman.

Mr. FORD. Mr. Solarz.

Mr. SOLARZ. Thank you, Mr. Chairman.

Mr. Brightman, I just want to thank you for your very, very convincing and comprehensive testimony. This is what I expect from members of the staff of the National Council of Senior Citizens. I would say that, were it not for the fact that my wife works for the National Council of Senior Citizens as well, I wouldn't want anyone to think I was biased. But I do appreciate your very strong statement in support of this legislation.

Mr. BRIGHTMAN. Thank you very much.

I thank you for the opportunity.

Mr. FORD. Thank you very much, Mr. Brightman.

Mr. Duggan and Robert Amato?

[No response.]

Mr. FORD. We have had a request this morning from Nan Pendrell, Queens College, to address the committee.

STATEMENT OF NAN PENDRELL, QUEENS COLLEGE

Ms. PENDRELL. I will try to keep it to 2 minutes.

Mr. FORD. I want to apologize. I understand we are under a time constraint with the facilities. I didn't fully realize it when I took so much time with the other witnesses.

So proceed.

Ms. PENDRELL. Yes. Thank you. I became a college student at age 50. I have never been on a college campus. I received my doctorate at age 60 from Columbia in the division of political science, department of anthropology. I am with the department of urban studies at Queens College where I teach a course on aging and at Columbia. I have taught a course on aging for the fourth consecutive year at Columbia.

I must say I am a part of this so-called task force at Queens College which is trying to figure out how they can have a series of courses with older people.

I as an individual endorse the bill that was presented to us with some recommendations for changes in emphasis.

I repudiate Senator Hayakawa's arguments about the young. I think it is extremely important that your bill should note that at a time when artificial divisions between the young and the aged on the question of social security, for example, are being created and when this whole question about segregation from young people has been mentioned, I wish I had known I was going to be able to speak here, because I could have brought you letters from young people in my classes, which are about 20 people 65 or over out of 40.

I myself am 72. I have 20 college kids involved in the course who are getting their baccalaureates at Queens College. They were tremen-

dously impressed by the fact that they were having a learning experience. I must have at least 10 letters in which young people have told me that their lives were changed from the experience of learning about old people.

I think this is a question of the most urgent political importance. I think that recognition should be placed in your bill.

I think you are young enough to go on record as repudiating his nonsensical statement where Hayakawa is plagiarizing George Bernard Shaw, that "education is wasted on the youth."

Education for older people should not in any way be segregated. To the extent that your bill recognizes that I as an individual will support it.

I am going to a meeting of the task force next Wednesday. We will read your bill. We will discuss it. We are going to get in touch with all of you because all of us have some things to say. And I will send you copies of those letters that I urge you to add to your ideas and to the bill.

I think this is a political matter of the first importance.

Thank you very much.

Mr. FORD. Just before you go I would like to observe that your approach to this presents a facet that should not be overlooked.

I think the last time I looked I had a lifetime 100-percent score with the National Council of Senior Citizens on legislation which they support, which, until a few years ago was a kind of a universal blessing for a Congressman from my district.

I discovered that many of the things that I have supported are not being supported by the two groups that you mentioned, the very young and the prime wage-earner group, because they felt threatened.

Ms. PENDRELL. Exactly.

Mr. FORD. They feel threatened to the extent that they say an economical and sociological state of warfare is beginning to exist between our older Americans and the others.

Ms. PENDRELL. That is what I am talking about.

Mr. FORD. Legislation such as this is very much in our minds. It would not be our intention to contribute to that division of interest for which no organized group is responsible. It is sort of a natural phenomenon that is growing at an alarming rate.

When the President recently told the people that we would have to be more realistic about the amount of tax that we collected on social security, it was regarded as a strong threat to the working people, people who were concerned about recent stories about the condition of social security for example.

Ms. PENDRELL. The present Secretary of Commerce has done her share before she became the Secretary of Commerce in developing this notion that there is some kind of natural antagonism between those who are currently at work gainfully and those who are receiving what she calls "transfer payments" or social security payments. This is not a brand-new story. It is about 5-years old.

Mr. FORD. Any additional material you would like to submit will be entered in the record contemporaneous with your statement, including your further description and amplification of the experience that

you have described here of the educational advantage involved in this integrated class that you have.

Ms. PENDRELL. Incidentally, I began this work at Ann Arbor. The first class on aging that I taught was at Ann Arbor. I thought that would interest you.

Mr. FORD. Thank you.

Mr. BIAGGI. Anything about Michigan interests him.

Ms. PENDRELL. Indeed it should.

Mr. FORD. I am glad to see that Ann Arbor is known for something other than football.

Mr. BIAGGI. My only observation is to congratulate you for the emphasis that you have placed on the presence of senior citizens in classes; that it is an enriching experience.

Ms. PENDRELL. Yes, indeed. Unless you are there you cannot really feel what goes on when they are learning together. It is remarkable.

Mr. BIAGGI. As I said earlier, I went to law school late. I had four young children who of course were going to school. They saw me working till all hours of the morning after working all day. They said, "If the old man can do it it must be enough reason for us to do it." They are all graduates.

Mr. FORD. Thank you very much.

We have a time problem. We have two people who asked to be heard. If each would make a very brief statement for the record, then you may expand the statement for the record. We will hold the record open and include any additional comments you have or materials you wish to submit with your statement.

The first is Mrs. Cecile Spencer.

STATEMENT OF MRS. CECILE SPENCER

Mrs. SPENCER. I had a lifelong dream, a dream of having an education. My mother died when I was a baby. My father died of cancer. I come from a background which was referred to by one Jewish writer as "Jewish without money." So I had to go out to work.

September 8, 1962, I was already registered at City College. I transferred to John Jay College because John Jay College had more senior citizens.

As far as the young people, they were great. We got along beautifully with them most of the time.

As one teacher said, "I am very glad to have you people here. You add so much to the classroom." It was a very beautiful experience to be able to go to school with these young people. I want to particularly make a point of the minority groups, the Puerto Rican students who are there who are using education for upward mobility. They are very serious students. It is very important that they have open admissions so that they can continue their education.

I want to close with a statement about Dr. Oppenheimer's program. I picked up a certificate for community health service, and I am getting another certificate on problems in the Middle East, which is being given by my senior citizen organization.

I do hope this bill will be passed and there will be much more opportunity for senior citizens like myself to be able to continue their education.

Mr. FORD. Thank you very much. I would like to renew the invitation for you to write us and detail for us your experience with education beyond the normal years when people think that they should be on a college campus.

[The document referred to appears in the appendix.]

Mr. FORD. Dr. Harry Moody of Hunter College, Brookdale Center on Aging.

STATEMENT OF DR. HARRY MOODY, HUNTER COLLEGE, BROOKDALE CENTER ON AGING

Mr. MOODY. Thank you, Mr. Chairman.

First of all a brief introduction. I am in charge of lifelong learning for the Public Policy Committee of the Association for Gerentology and Higher Education, the national trade group for gerentology, so to speak. I am also chairman of the task force of the New York colleges involving higher education for the elderly and I am the director of the program at Hunter, which is the largest enrollment in tuition-free, space-available programs in the city of New York, which as you know is the third largest system in the country.

I would like to register a strong concern to the subcommittee that groups of administrators or faculty or other personnel who are directly involved in administering these programs be invited to testify. I offered to testify earlier but I was not permitted to do so for some reason.

Legislation affecting railroads or hospitals would normally invite members of those affected groups.

Let me say to begin with that I am very much in favor of the intent of this legislation. Virtually my entire work revolves around this area. I am in favor of it.

I have some strong, strong concerns with the way this legislation is drafted. I communicated those in writing to Congressman Solarz. He wrote back a very kind letter disagreeing with some of my conclusions. That is fine. But I think we need input from higher education.

Mr. BIAGGI. Excuse me for interrupting. But I think you should send the chairman a copy.

Mr. MOODY. I will do so. I will also send detailed written testimony following this. So my remarks will be very, very brief.

My main concern is the lack of any funding appropriation here to insure long-term stability. I am talking about getting the bureaucracy in HEW to release money under titles that already exist. I am not talking about the nonfunded Lifelong Learning Act but other activities, the National Institute of Education, the Fund for the Improvement of Postsecondary Education, and so forth.

There are many ways in which modest amounts of funds could go a long way toward improving the quality and evaluation of demonstration projects. To date almost no funding has gone into the appropriation of Federal agencies.

Second I am concerned about the impact of this legislation on private colleges. I do not represent a private college but I speak for my brethren who are not here to testify. Fordham, for example, has run an outstanding program for the last 4 years called the College At 60, in which they charge tuition fees. They have an extensive program of classes for the older people. It might be considered in this legislation to include an option clause specifying that, just as it is limited to colleges with an enrollment of more than 5,000 students in Congressman Solarz' version of the bill, that similarly colleges which already have ongoing programs of demonstrated quality such as the Fordham program, could have the option in their plans they must submit according to Congressman Solarz' bill. They would have the option of developing special programs for senior citizens.

My concern is that that program at Fordham and many others at private colleges might well go under if senior citizens simply had access on a tuition-free basis. And this would not be wise because I must say this in all candor to the committee, it makes political good sense to advertise legislation as costing nothing, which Congressman Solarz does in his testimony, but realistically there are costs involved in this. I would hate to see the destruction of fine programs because of blanket Federal guidelines like this following Kingman Brewster's "Well, you bought the button so now you own the coat." That would be one of the costs. I am not going to go further into that.

A third point relates to admissions requirements. In Congressman Solarz' remarks he stresses how there should be no admissions requirements of any kind beyond prerequisites for courses. The legislator in Arizona, who I do not necessarily agree with, complained about using institutions as a place to go, as a hobby. Regrettably, this does happen.

I would say that our program at Hunter, which has the largest enrollment of the city universities for senior citizens, of the people enrolled there no more than 5 or at most 10 percent are using the program for a recreational vehicle. Unfortunately we have no way of controlling that because of a lack of admissions requirements and control.

Another point is the credit structure of higher education. The committee might consider that courses for credits, degrees, and so forth are generally inappropriate for most of the needs of older people. I would support the full right to attend college under public support for senior citizens for those who wished to acquire a degree. But the fact is that research has indicated that most do not wish to work for a degree.

The scandal that erupted here in New York several months ago related to Touro College. It revolved around the fact that that college was charged by the higher education authorities in New York State with using a credit structure to enroll senior citizens so that they could collect funds under public funding titles. The senior citizens, as it turns out, weren't there to earn credits. But the college, according to published allegations at any rate, had to put them through that structure in order to collect the public reimbursement. This is what happens in medicaid. If you fail to put a proper door on, you could open the door to abuses, particularly on the part of colleges that need to cash in on their problems of low enrollment.

Another problem: I would have some doubts about putting funding into minibuses to transport senior citizens over to centralized colleges. The experience in Wisconsin, where I was out there recently giving consultation on the lifelong learning program, is completely the opposite. Particularly in rural areas it makes much more sense to bring the colleges out to the community.

Finally, my last point, there is money in many of the Federal titles at this point for research and evaluation of existing models. There is a good deal of experience around the country at this point in what works and what does not work. Unfortunately, as per the chairman's question today, no one has really taken the time and effort to pull that information together. It would not cost very much to do that kind of advanced planning. If that planning isn't done, that research and planning analysis on a very modest scale, my fear is that despite the very good intent of this legislation in some cases it may cause hardship and disfunctional consequences. So this is just one of the things that needs to be considered.

I will submit more detailed testimony at a later point. I will be pleased to meet with the committee or the staff at a later date to discuss any other points.

[Applause.]

Mr. FORD. Thank you, Dr. Moody. We want to extend an invitation to you to augment and supplement your statement.

Let me put your mind at ease. The way the system works with a committee like this should be of some assurance. You may be reassured to know the educational organizations representing institutions of all types are wired in on almost a daily basis to everything that we do in the committee.

This is the first hearing that we held on this legislation since it was introduced. It was not designed to accommodate the institutional approach. We will do that in Washington where groups are ably represented by professionals who know how to work the system very effectively.

You can be absolutely assured that there will be no lack of pressure from these groups on the individual members of this subcommittee and the full committee. But we expect that. Those who haven't yet discovered it through the publications of their various organizations very quickly will bring requests for an opportunity to present their point of view more formally.

Even prior to the announcement of the holding of these hearings, we have had contact with groups expressing their concern. I am sure that we will hear from them.

We would certainly welcome your suggestions about possible changes in Mr. Solarz' proposal. Anything worthwhile takes several years to get on the books. It is frequently surprising when it is passed to see that it is not the same bill that was introduced at all because there is very little of it left. The process is to take a concept and to start working on it. That is why Congressman Biaggi addressed his questions to the concept rather than to the specifics of how to do it. Right now we are trying to find out if we know what time it is, not how to make the watch.

We appreciate your statement without having an opportunity to prepare it. We hope that anyone else who is here will take advantage of submitting written comments.

I apologize for running away. But I understand we are in some difficulty.

We will recess the hearing at this point until it is called again in Washington.

[Whereupon, at 12:12 p.m. the subcommittee adjourned, to reconvene at the call of the Chair.]

APPENDIX

NEW YORK, N.Y., *June 23, 1977.*

MR. WILLIAM FORD,
Chairman, Subcommittee for Post Higher Education,
Washington, D.C.

DEAR MR. FORD: I am forwarding this letter to your committee as you suggested at the meeting at the Graduate School of the City University of New York on June 11, 1977, in support of open admissions for senior citizens to study at the university.

While studying for my B.A. degree in psychology at the John Jay College of Criminal Justice, I had the opportunity of meeting senior citizens who were studying under the open admissions program. A happier group of people could not be found at the college!

Not only did they add considerably to the class recitation from their own experience, but they were also gaining new knowledge in academic areas that up to this time were inaccessable to them. College to the older citizen has many other advantages than just learning. It motivates them to get out of their homes. Since so many senior citizens live alone, it is imperative that they have the incentive to get dressed, leave their homes, travel to class, listen to the lectures and participate in the discussions. Another area of vital importance is meeting new friends of similar interests and relating to the younger students who greet them; stop to say a few words; and sometimes ask for advice.

These people who in many cases would become senile and die prematurely behind closed doors, now have a reason to live. Their new interests help them to express themselves. They benefit from the approval accorded them and improve physically, mentally and emotionally. A new element of youthfulness permeates their lives.

New York City is a lonely place for older citizens. They become very fearful of the violent crimes and hesitate to leave their homes. At least those who go to college during the day, even though they do not venture out at night are less lonely. Keeping busy, preparing for the next class gives them little time to become moody and depressed.

I sincerely hope that you will allocate funds for the important endeavor. Keeping senior citizens active in advanced studies is a progressive step towards a healthier and happier life for our older citizens. The benefits that may accrue to the general welfare of our country is immeasurable. Active senior citizens are cognizant of their vital role in community and political affairs. Their added knowledge makes them more alert to weighing the issues carefully so as not to waste their energy and votes indiscriminately.

I thank the Sub-committee on Post Higher Education for considering the foregoing facts in determining their decision to allocate funds for open admissions to senior citizens within the University of the City of New York.

Very truly yours,

(Mrs.) CECILE B. SPENCER.

NEW YORK STATE COUNCIL OF SENIOR CITIZENS,
Syracuse, N.Y.

STATEMENT

MEMBERS OF THE COMMITTEE: As President of the New York State Council of Senior Citizens, an Executive Board Member of the National Council of Senior Citizens, and Retiree-Coordinator for the United Auto Workers, I am in daily

contact with Older Americans which comprise these groups. These organizations act as an advocate for all problems and concerns of the elderly, which are many and varied.

While most of these problems pertain to their physical needs in order to prevent undue privation, hardship and suffering, there is also a distinct need for culture and learning in order to live out a life of self-fulfillment. Many of the world's greatest artists, authors, composers, inventors and scientists did not acquire the knowledge required to gain recognition until the twilight years of their lives.

It has truly been said that "Man does not live on bread alone", and a hunger for education can truly be as important and necessary for the mind and spirit, as the hunger for food is to the body. Failure to appease this hunger can be devastating to a person in either instance.

A vast number of today's elderly citizens were unable to acquire the higher learning they so urgently desired in their earlier years because of economic reasons, military service which interrupted their schooling, or for many other reasons. However, the yearning, the hunger for learning has never abated, in fact, it has increased with the years.

It has often been said that an education is a personal possession which can never be taken away. Millions of Older Americans have worked throughout their lives to accumulate worldly possessions, but the economic recession and inflationary conditions of recent years has sadly depleted those possessions. How exhilarating it would be of those same citizens were the proud possessors of the advanced learning for which they have always yearned! Today they could be sharing it with the younger generation, helping to alleviate the "hunger" of today's youth.

An opportunity for Senior Citizens to fulfill a life-long desire for higher learning is long overdue, and right now would seem to be the proper time for its fruition.

Enactment of the "Senior Citizen Higher Education Opportunity Act", (H.R. 3542) is a bill that seems excellently designed to accomplish the desired end, to provide a means for higher education to the elderly at an affordable cost, with a minimum of cost or inconvenience to the institutions of learning. The bill is designed with thoughtful consideration of the need and desire of the elderly student in mind, and to encourage Colleges and Universities to adopt a suitable program. It is firmly believed that the increasing number of schools planning courses in gerontology would welcome the cooperation and expertise of elderly students. For these and many other reasons, on behalf of my constituents, I would heartily recommend and endorse Bill #3542.

PAUL M. FITZGERALD, *President.*

INSTITUTE OF STUDY FOR OLDER ADULTS,
Brooklyn, N.Y., June 14, 1977.

HON. WILLIAM D. FORD,
House of Representatives,
Washington, D.C.

DEAR CONGRESSMAN FORD: Again, I want to thank you for inviting me to appear before your committee last Saturday in New York City. You asked if I could detail in what ways the Older Americans Act and the Administration on Aging supports educational opportunity.

I don't have anything like a complete listing of what they do, since the Administration on Aging works very closely with gerontologists through colleges and universities throughout the country. The Older Americans Act supports educational opportunity primarily in Titles III and IV. Title III is used to support the area agencies on aging throughout the country and those activities that they deem important in other localities.

The New York State Department for the Aging has supported our program at New York City Community College and the program at Bronx Community College with Title III funds. I know many other colleges throughout the country, have received Title III funds from their local agencies on aging. Those that are best known programs are at Essex Community College in Newark, Dade Community College in Miami, and North Hennepin Community College in Minneapolis. Elder Hostel, which originated in New England and has now spread throughout the country was also, I believe, sponsored by Title III funds. Title IV provides funds for training, research, and demonstration. Funds from Title IV–A

provide undergraduate and graduate education and training in many colleges and universities throughout the country. Title IV–A also provides for funding university centers at major institutions through multi-disciplinary education and training. Development grants to colleges and universities are also provided for under Title IV. Although most of the Title IV monies are allocated directly to institutions by the Administration on Aging, some training funds are distributed to the states to meet local training needs. We have been a beneficiary of some of these funds for a program in training older adults in Peer Advocacy and in Leadership. Bronx Community College has also received Title IV funds through the New York State Office for the Aging.

Title VII, Nutrition Section of the Older Americans Act, indirectly provides for educational opportunities where some of the funds may be spent for training in Nutrition and Institional Food Service.

One thing we did not discuss at the Hearing, which I believe is important, is the value to the younger student of having elders in the college and in some of their classes. I believe the older adult would add a great deal, in terms of their life experiences and the philosophy of another generation, to both class discussions and informal "bull-sessions" at the college. Seeing older adults as fellow students, should also be very important in reducing ageism. One of the important aspects of this Act, will be this broader viewpoint that it will encourage on the part of our younger students. I believe when college and university administrators see the great value of bringing elders into the institution, there should be some modest support to encourage their participation.

Very truly yours,

PETER W. OPPENHEIMER, Ph. D.,
Project Director, Institute of Study for Older Adults.

PLEASE POST PLEASE POST

NEW YORK CITY COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 Jay Street, Brooklyn, New York 11201

DIVISION OF CONTINUING EDUCATION

COURSES DESIGNED FOR OLDER ADULTS

Leadership Training for Social Action

The class will examine awareness of social action and study specific strategies. Topics of discussion include: communication skills, techniques of conducting meetings, negotiation with social services - welfare, transit, etc., how to use action tactics to involve other center members.

FOUR LOCATIONS

Manhattan - (Advanced Course)

Federation of Protestant Welfare Agencies
281 Park Avenue South
New York, New York 10010

Monday at 1:30 to 4:00 P.M.
1st class - March 21, 1977

Brooklyn

Bedford-Stuyvesant Restoration Corp.
1368 Fulton Street
Brooklyn, New York11216

Thursday at 1:30 to 4:00 P.M.
1st class - March 24, 1977

Harlem

Salem Community Center
211 West 129th Street
New York, New York 10027

Wednesday at 10:00 to 12:30 A.M.
1st class - March 30, 1977

Queens

Self Help Austin St. Senior Center
69-02 Austin Street
Forest Hills, New York 11375

Wednesday at 1:30 to 4:00 P.M.
1st class - March 30, 1977

Schedule: Classes will meet once a week for fourteen weeks. Each meeting will be for two and one half hours.

Cost There will be no charge for seniors attending course. The program is funded by a grant from the New York Foundation.

REGISTRATION

I would like further information_____

would like to recommend students_____

Please register me for

Manhattan____Central Harlem____Brooklyn_____Queens_____

Name (please print)_____
Last First Initial

AGENCY_____

Address_____
Number & Street Borough Zip Code

Telephone_____

Mail completed form to: New York City Community College
Division of Continuing Education
300 Jay Street-Room 304 Namm
Brooklyn, New York 11201
ATT: Mr. Michael Dantuono
or telephone: 643-8150

INSTITUTE OF STUDY FOR OLDER ADULTS

A project in continuing education as a lifelong process, highlighting the sense of potential growth throughout life.

Sponsored by New York City Community College,
Division of Continuing Education

and

"Supported under Contract with the New York City Department for the Aging as part of the Older Americans Act Program administered by the New York State Office for the Aging".

COURSE OFFERINGS
(Partial List)

The choice of courses on the part of the senior centers is always an option of the center membership. The Institute encourages imagination and motivation in course selection, and will attempt to offer a course on whatever subject the membership decides. The following list represents courses offered as an aid in Centers' memberships in making their selection. However, these courses should not be considered as the only courses available.

COOPERATING COMMUNITY COLLEGES

Borough of Manhattan Community College Div. of Continuing Education 1633 Broadway - Room 414 New York, New York 10019 Telephone - 262-5443	Dean Arnold Scolnick Raul Muentes
Bronx Community College Div. of Continuing Education 120 West 184th Street - Room 235 Bronx, New York 10468 Telephone - 367-7300 Ext. 1242	Ann Brancato Richard Segen
Hostos Community College Continuing Education 475 Grand Concourse Bronx, New York 10451 Telephone - 993-8000 Ext. 333	Anthony Santiago
Kingsborough Community College Continuing Education 2001 Oriental Boulevard Brooklyn, New York 11235 Telephone - 769-9200 Ext. 331	Morton Schram
LaGuardia Community College Continuing Education 31-10 Thomson Avenue Long Island City, New York 11001 Telephone - 937-9200 Ext. 496	Steven Brauch
Queensborough Community College Div. of Continuing Education 56th Avenue & Springfield Blvd. Bayside, New York 11364 Telephone - 631-6341	Barbara Pennipede
Staten Island Community College Permanent Education 715 Ocean Avenue Staten Island, New York 10301 Telephone - 390-7730	Ralph Gut

THE ARTS

Art Appreciation - Promotion of interest and understanding of art by examination of famous artists' works; viewing and discussion.

Art History - A survey course tracing the development of art, examining the works of major artists and schools.

Art Workshop - Use of materials and techniques to bring out creative expression.

Interpretive Dance - The chance to discover and develop one's own natural movements and work with it creatively; good, safe exercise.

Folk Dance - Learning the basics of a wide variety of dances native to countries around the world; this includes finding out a little of the history of each dance and country.

Drama Workshop - A workshop aimed towards the production of one play by the end of the course. Principle emphasis will be on acting, although other aspects of drama such as directing, lighting, props, and costuming, will be considered essential parts of the production.

The ABC's of Acting- Improvisation and theater games, designed to be helpful in the portrayal of character roles and full range of emotional expression.

Playreading - Reading plays out loud followed by a discussion and interpretation of them. Class to attend at least one play, if possible.

Pantomime - Will encourage physical freedom in expressing thoughts and emotions through exercises, techniques, and improvisations. Here, students will use motions and gestures, rather than speech.

Gardening - Gardening can easily fit into everyone's life. The focus here is on how students can bring more beauty into their apartments or yards. The class may observe plant life in nearby areas and learn to work with live and dried flower arrangements.

Music Appreciation - Guided listening and discussions; designed to promote interest and understanding of music through examination of selected composers' works.

Opera - Students will learn about this form of theatrical presentation in which a dramatic performance is set to music. You'll learn stories behind some of the most famous operas and about their composers.

Folk Music - Listen, enjoy, and learn the history of music native to countries around the world. Students may choose countries they're interested in exploring.

The Arts and the Older Adult - An examination of painting, dance, music, sculpture, drama, and more. How older adults can participate actively and creatively - where various art forms can be experienced and possibly visits to museums.

ENGLISH

Basic English - Build skill and confidence in the use of simple English, including speaking, grammar, letter writing and basic patterns and structure of language.

English as a Second Language - A course in English specifically designed for non-English speaking groups.

English Workshop - Students' needs will be given individual attention; special weaknesses in such areas as letter-writing, punctuation, and spelling will be covered.

Creative Writing - Aspects of written self-expression, including poetry, short stories, essays, and correspondence will be covered. Students will prepare written assignments for presentation in class.

Poetry Workshop - Practice writing poetry. Advice will be given on types of verse, using examples from poets around the world. The students' poetry will be analyzed and their ability to express themselves poetically developed.

Correspondence Workshop - Learn to make letters livelier. The students' actual letters to children and grandchildren will be used to point out methods of improvement in the art of letter writing.

Reading - Develop your reading ability and skills. Course will aid students in understanding the written word, in reading more rapidly and in obtaining more pleasure in reading.

The Mature Character in Literature - Reading and discussion of plays, novels, short stories, and film strips in which older people play major and heroic - though not necessarily victorious - roles. Class discussion will focus upon the nature and values of society as revealed in the characterization of the mature individual.

Short Stories - Well-known and well-liked contemporary short stories will be read and discussed. Where possible, students will practice writing their own stories.

Verbal Expression - Improve your ability in conversation and informal speech. Begin to practice clarifying your ideas and expressing them in a logical manner.

Public Speaking - Theory and practice of self-expression to improve one's ability to communicate and to gain confidence in verbal self-expression. Students will prepare types of addresses for presentation before the class.

The Humanities and Aging - An overview of the relationship of aging to the humanities - Philosophy, History, Religion and Language in the latter years. How outlooks change with age and what leading humanists have had to say about aging. Cassette Tapes from The Brookdale Center program on Humanities and Aging may be used.

FOREIGN LANGUAGES

Begin to speak a new language and feel a new culture. Records and tapes will be used to cover the conversational skills with sessions on native cooking and music.

Courses are offered in: French Conversation, Spanish Conversation, German Conversation and Italian Conversation.

Hebrew - The language, some of the history, common phrases and vocabulary, as well as a look at the many elements that make up a rich culture.

Mandarin - Study the national language of China, its basic vocabulary, word structure, and common phrases. Learn about the people, their music, food, lifestyles, and more.

Swahili- Common phrases and slices of the cultures of some of the million plus people in East and Central Africa who speak this Bantu language; filmstrips and slides.

CULTURAL INTERCHANGE

Afro-American Culture - A study of the rich and distinctive culture of Afro-Americans, with emphasis on their contributions to music, art, drama, literature, and philosophy.

Afro-American History - Trace the history of Afro-Americans from their last days in Africa, through slavery, emancipation, and ending with the fights for civil liberties now going on.

Hispano-Americano Culture - Similar to Puerto Rican Culture but emphasizing the larger areas of Central and South America.

Hispano-Americano History - Similar to Puerto Rican History but emphasizing the larger areas of Central and South America.

Jewish Culture - A look at the unique cultures of Jewish people around the world, the similarities and difference in these cultures with particular reference to Jewish Culture in the United States.

Jewish History- An overview of the history of the Jewish people.

Italian Culture - A study of Italys'and Italians'many contributions to the culture of the western world and particularly to the United States.

Italian History - An overview of Italian history from Rome through two world wars and including the Italian immigration to the United States.

Puerto Rican Culture - A study of Puerto Rican culture both on the Island and in New York. Similarities and differences; contributions of the Puerto Rican culture to America, in music, art, literature, and philosophy.

Puerto Rican History - Development of the Island, starting with the Caribe Indians, going through the period of discovery, then up to the present Hispano-Americano occupants A look at Puerto Rico today in terms of social structure, politics, economics, and relationship to the United States.

SCIENCE AND HEALTH

Health Needs of the Older Adult - This course will explore the specific health needs of the older adult. The first four weeks will emphasize nutritional needs such as the planning and preparation of tasty, attractive, nourishing meals for groups, couples, and single persons. The second four weeks will emphasize illness and accident treatment and prevention.

Home Nursing and Accident Prevention - Focus on first aid and accident prevention in reference to everyday life. Discuss first aid treatment in the home and what you can do to prevent accidents. This course will also give special attention to your individual problems and offer information on emergency help for yourself and others.

The Biology of Aging - A study of how we age; how chronological aging differs from biological aging, how individual body functions are affected by age.

Sexuality and the Older Adult - Early notions about sexuality; how society regards sexuality in older people; myths versus facts; psychological and physical aspects of sex; general information about pornography; the Masters and Johnson studies, widowhood, homosexuality, and more. Plenty of time for questions and answers.

Science for the Layman - A look at the methods of science; how some scientific breakthroughs occurred, how scientific language developed.

Our Weather - "Meteorology". What makes rain and snow, the nature of storms, types of storms, air masses, and planetal movement, what instruments measure the weather, and how forecasts are made.

Basic Mathematics - Starts with a review of arithmetic and proceeds at whatever pace you can manage, to the fundamentals of algebra and geometry.

The Metric System - Introduction to the metric system of weights and measures as an aid in converting from the present system in everyday use.

EDUCATION, PHILOSOPHY, AND RELIGION

Education and the Older Adult - Who says you can't teach an old dog new tricks? How is the learning process affected in later years? The value of education for older adults; study as a means of maintaining mental health.

Philosophy - A study of the world's great thinkers, their ideas, the influence of their ideas on society, past, present, and future.

Comparative Religion - A study of some of the important religions of the world, including Islam, Christianity, and Judaism, examining the origins, development, and differences among those religions.

Tai Chi Chuan - A form of Chinese exercise, self-defense, and philosophy. The slow and steady movements are particularly suitable for older adults. No guarantees, but this course might make you feel better.

HISTORY

American History - From Plymouth Rock to the present. How and why we have developed into the people we are.

Our Lives and Our Times - An oral history of members of the class, going back to their lives and surroundings at different stages and comparing class impressions with histories, biographies, and novels depicting life at different periods.

The Last Fifty Years - From prohibition to the overturn of the Big Apple's cart; our history from 1926 to 1976. Your own community to be given special atteneion.

GOVERNMENT AND POLITICS

History of American Labor - How American Labor Unions developed. The early struggles of labor to organize and a look at some of our labor leaders of the past.

Local Issues - This course will be structured around group discussion of ongoing events in which the students are interested. This will involve issues on a local level. Attention may also be paid to: how people learn about events, the effects they may have upon ordinary citizens, the problem of separating fact and opinion, and the role of the news media.

Perspectives on the News - News events will be discussed as they develop. The students and teacher will select a different topic each week to review and discuss. The treatment of news events by the media will also be included.

Our American Presidents - The great, the brilliant, the dull, the scandalous. Spotlighting selected presidents from George Washington, the slave owner, to Jimmy Carter, our newest leader. Students will help choose presidents to be discussed.

Legal Rights of Older Adults - Laws continue to be passed giving older adults consideration in such areas as housing, education, health, and social security. Do you know your rights? Begin to find out with this course.

The Politics of Aging - How does the government (state, local, and national) influence the aging. What political strengths and weaknesses do senior citizens have on our political parties and on government policies. How effective has Senior Power been? What is its potential?

Politics and Pressure Groups - The workings of our political system, the two-party system; pressure groups and lobbies and how they influence our political system.

New York City - Our present problems. How has our city arrived at its present economic plight? What solutions to these problems are possible? How will social service programs and education be effected? What to look for in the next few years.

Techniques of Social Action - An examination of the various techniques that can be used for social or political action. How to organize types of action; when certain kinds of action are most appropriate, etc.

Group Leadership - By active participation in organizing a group project, learn to conduct a meeting, utilize parliamentary procedure and handle group conflict. Class will learn to reach group consensus and develop public speaking skills toward becoming community activists.

International Relations - A study of how nation states relate to each other, how diplomacy is conducted, and the importance of treaties and trade.

World Peace - What are the prospects of world peace? The SALT Talks? Detente? What can we expect from the Carter Presidency? From the new regime in China? Will the British and Russian governments also change in the near future?

The United Nations - A study of the world body, the Security Council, the General Assembly, the Secretariat, and the special agencies. If it can be arranged, the class will visit the U.N.

War and Peace in the Middle East - A history of the Arab-Israeli conflicts, its effects on the rest of the world, and possible solutions. Continuing analysis of weekly events will take place.

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ECONOMICS

The Economics of Aging - An analysis of how economic ideas and problems affect the older adult, with emphasis on those issues that have a particularly serious impact on the older adult.

Consumers Look at Health Care - Older people spend an average of $1,000 a year on health services, of which Medicare covers less than half. This course will discuss students; questions about rights, health bills presently in Congress, and how they would affect senior citizens, and what can be learned from such countries as China, Britain, Sweden, and Israel about better health services

Consumers' Workshop - The place of the consumer in the economy; consumer organization; social action programs for consumers.

PSYCHOLOGY

Introduction to Psychology - This course deals primarily with the every day psychological experiences of people and how various everyday situations influence our reaction to each other. Some in-depth discussions will cover what happens to us when we have problems, what causes stress, and how to cope with problems.

Psychology of Everyday Living - An informal discussion course focusing on day-by-day human relations; topics to include anxiety and frustration, depression; agression; loneliness; risk-taking; love and rejection; problems faced at different stages of development and more.

Human Communications - What is communication? How do we communicate? Verbal and non-verbal communication including posture, gesture, facial expression, voice inflection, and body movement will be discussed. Also, relationships with special reference to the older adult.

Developmental Psychology - The varying aspects of physical, cognitive, intellectual, and social development from child to the adult. A view of each state of growth and the major factors influencing behavior.

Personality - A study of the development of human personality. How our personality developes, how it effects our lives. A study of some common personality types.

Human Relations - How people relate to each other. People's needs from each other and how these needs are met. How relationships change and how they differ at various stages of life.

ANTHROPOLOGY AND SOCIOLOGY

The Mind and the Body - A study of the psychology and phisiology of aging. The relationship of the physical to the emotional and psychological. A look at the psychological and biological causes of some of the common problems of aging.

Introduction to Anthropology - A survey of anthropology, the major conclusions and evidence of cultural anthropology, physical anthropology, scientific linguistics, and archaeology.

The Older Adult in American Society - An examination of various social problems in terms of their impact on the senior citizen. Topics for discussion will include housing, security, medicare, friendship, and companionship.

Race and Ethnic Relations - A comparative analysis of the impact of race and ethnicity on social relationships in American Society.

Minority Groups in Society - A sociology course emphasizing problems of minority groups, the role of these groups in society, the influence of these groups in society. A number of different groups will be studied.

Aging in Other Societies - A study of how other societies deal with aging; what types of services are provided and how various needs are met. The course may focus on one society, such as Sweden, that has done a great deal for the aging, or may compare a large number of societies.

Challenges of the Older Adult - A study of the problems of the older years and various responses to these problems. The art of living in the latter years of life.

Women's Liberation - A study of the development of the present Women's Liberation movement; historic descrimination against women in society; and the women's sufferage and other earlier attempts on the power of women to end this discrimination.

Today's Youth - A study of youth in today's society. The various youth cultures; the drug culture; the hippies; urban and rural communes; the dropout and stretch-out in education; and the relationship to you and others in society, particularly the senior citizen.

America, Where are You Going? - Exploration of changing lifestyles for youth, women, older adults, and others; new trends in crime and punishment, education, religion, race relations, and politics. Through discussion and other forms of conciousness-raising a sorting out of today's values with the goal of inspiring active participation in change.

NEW YORK CITY COMMUNITY COLLEGE
DIVISION OF CONTINUING EDUCATION
and
EXTENSION SERVICES

Herbert M. Sussman	President
Peter Caffrey	Dean of the College
Victor Lauter	Dean, Division of Continuing Education and Extension Services
Fannie Eisenstein	Associate Dean, Division of Continuing Education and Extension Services
Constance J. McQueen	Coordinator of Adult Programs

INSTITUTE OF STUDY FOR OLDER ADULTS
NEW YORK CITY COMMUNITY COLLEGE
300 Jay Street, Brooklyn, New York 11201

Peter W. Oppenheimer, Ph.D.	Project Director Institute of Study for Older Adults
Joyce Greenup	Lead Teacher/ Gerontology Specialist
Esther Cohen	Project Secretary
Gloria Vandeare	Project Secretary

NEW YORK CITY COMMUNITY COLLEGE
DIVISION OF CONTINUING EDUCATION

INTERIM REPORT

INSTITUTE OF STUDY FOR OLDER ADULTS

Under a Grant from the New York City Department for the Aging, Title III

In the January 1977 semester, 65 courses were given by the Institute for Older Adults under the Title III grant. Sixty courses to be given in the second cycle will be followed by 75 in the third cycle for a total of 200 courses for the year. Most centers have been scheduled for courses in two of the three cycles. There is some overlap of the January and April cycles due to variations in starting dates.

Courses are being given at locations which have had ISOA programs in the past and at which directors have been supportive and attendance good. Of the new centers served by the program this year, most are scheduled for courses in the April and/or September semesters.

Centers are encouraged to involve seniors and educational or advisory committees in the selection of courses. However, the extent to which seniors participate in these decisions is uncertain. We are unable, because of reduced staff, to meet with seniors and personnel at centers and assist the process as in the past. Input into the selection process is reflected in course attendance and commitment to the program and is important for the cooperative character of ISOA. It has been suggested

by the advisory council that some of its members visit nearby centers to maintain communication and a presence at centers as well as helping to monitor the process.

The breakdown, by subject area, of courses selected in the January cycle, is as follows:

Anthropology and Sociology	3
The Arts	3
Dance and Movement for Physical Health	7
Drama	5
Economics	2
English	4
Foreign Language	7
Government and Politics	3
History	2
Perspectives on the News	7
Philosophy and Religion	4
Psychology	10
Science and Health	7
Social Action	1

A charge of 50¢ as a registration fee for each course was instituted beginning with the Fall 1975 semester. It was felt that

payment of a nominal fee would give students a "stake" in their course, dissuade people from dropping in and dropping out of classes, and reinforce the validity of the course for all involved. However, collection of this fee was largely left up to teachers and not all centers participated on a regular basis.

It is more necessary than ever that the Institute have some discretionary funds for defraying the costs of diplomas, graduation and other expenses. The question was discussed at a meeting of the ISOA Advisory Council and it was the consensus of opinion that the fee be handled by center directors and/or education committees.

While it is not our intention to pressure those students who cannot or do not wish to pay this fee, we also believe that the issue may serve as a catalyst around which feelings concerning the value of ISOA courses may be raised and discussed.

The Advisory Council recommended that the Institute work closely with center directors on the priority given education. The goal of moving from 2 to 4 courses at each center and the possibility of centers paying for additional courses, contributions from students, etc., were considered in this connection. It was suggested that perhaps ISOA could subsidize instructional costs for centers able to pay a portion of teacher salaries. Instructors for 3 courses in January and 2 in April are being paid by the centers. It was further suggested that a reduction in the

number of centers included in the grant allocation by about 6 would free funds which could then be made available to 6 additional centers on a matching basis.

Work with the New York and Brooklyn Public Libraries in the January cycle is reflected in 4 second semester courses offered in conjunction with the libraries. Two of these are being developed as pilot courses in oral history, another examines sexuality in the older adult as an aspect of the biology of aging, and a fourth course uses the music of well known composers and slides to compare similarities between music and art in different periods of history.

Library personnel in charge of the Office of Adult Services (New York) and Services to the Aging (Brooklyn), have made every effort to assist in the development of these courses and in reaching the community and students with creative planning and publicity.

Instructors represent a mix of those who have taught with the program previously and those recruited this year. While a number of well qualified new teachers are working with ISOA, the program has lost some of its best and most experienced teachers. Among these are teachers who feel they cannot work for $25.00 per session and some who will only accept courses at locations convenient to home and other activities.

Several undergraduate students from the Hunter College Brookdale Center, who are working with the elderly in field work assignments, are assisting ISOA teachers. These students are involved in such activities as arranging for graduations and other special events, working with students on creative writing projects and assisting in courses at centers for the blind.

Personnel from continuing education divisions at LaGuardia, Bronx, Manhattan and Queensborough Community Colleges have, for the most part, increased their involvement in the recruitment of teachers and in working with centers. Courses at Richmond locations and at centers serving Spanish-speaking communities in the Bronx are predominantly handled by Staten Island and Hostos Community Colleges respectively.

Revised registration/attendance forms identifying subject, teacher, students' names and addresses, the registration fees collected, etc., were sent to teachers toward the end of the first semester and, as first cycle and subsequent courses are completed, will provide data on the number of students enrolled, average attendance, and the names of those receiving completion certificates.

A summary of the courses given in the January semester and the education and professional background of instructors is attached. A profile of registration and attendance in the January cycle will be added as the forms providing this information are received.

NEW YORK CITY COMMUNITY COLLEGE

Center	Course	Teacher	Teacher's Academic Background	Teacher's Experience
Congress of Italian-American Organizations	Economics of Aging	Anthony Urbano	St. John's, City Universities Education & Liberal Arts	Teaching, Public & Private Schools; Researcher, Archives & Records
Bed Hook	Dance & Physical Health	Susan Kaufman	B.A., SUNY Binghamton, Dance & Theatre; M.A., N.Y.U., Dance Therapy & Education	Teaching Movement & Dance, Special Education
Bouwerie Gesten	ABC's of Acting	Barbara J. Attwood	B.A., Queens College, Liberal Arts; M.A., New York University, Educational & Theatre Arts	Teaching, N.Y.C. Public Schools; Tutoring, Secondary Education, Math & Reading
Troy	Techniques of Social Action	Harris Mayne	Air Force Training	
		Sid Walker	City University	Teaching, Adult Technical and Vocational Education
St. Charles Jubilee	International Culture Through Folk Dance	Minerva Abrahamson	B.A., Hunter College; Course in Sociology, Psychology & Dance Education	Teaching, Elementary and Basic Education, Folk Dancing
Williamsburgh YM-YWHA	Perspectives on the News	"	"	"
Willoughby	Perspectives on the News	Edna Mashetta	B.A., M.A., Hunter College Community Health Education	Teaching Adult Education
United Community Center	Basic English	Valerie Kaplan	B.A., Brooklyn College, Comparative Literature & Education	Teaching, N.Y.C. Public Schools
Bed-Stuy (Cornerstone Baptist Church)	Drama	Aviva Davidson	B.A., U.C.L.A., Theatre Arts; Herbert Berghof Studio of Acting, Training in Acting, Dance & Voice	Development and Leadership of Drama, Recreational and Cultural Programs for Seniors
Bed-Stuy (Mt. Lebanon Baptist Church)	Psychology for Everyday Living	Alfredo Mondthana	B.S., Fordham U; M.A., New York University; Doctoral Study: Educational Psych.	Teaching, Supervision & Supportive Services to Educational Programs
Lafayette Gardens	Spanish	Anthony Urbano	(see above)	(see above)
Bed-Stuy (Concord Baptist Church)	Tai Chi Chuan	William Chan	B.A., Shu Hai College, Economics	Teaching, Counseling

Center	Course	Teacher	Teacher's Academic Background	Teacher's Experience
Maria Lawton	Tai Chi Chuan	Carolyn Stafford-Clark	Studies at Middletown University & Empire St. Coll; Teaching Certificate, Ram Serano Dance Studio in Tai Chi Chuan; B.A. in Dance pending.	Teaching Adult Education
Tilden	Pantomime	Barbara J. Astwood	(see previous listing)	(see previous listing)
Fort Greene	Current Issues	Anthony Urbano	(see previous listing)	(see previous listing)
St. Louis	French	Michelle Reyvid	B.A., SUNY Stonybrook; M.A., Hunter College, Teaching English as a Second Language	Teaching: French, Spanish Remedial English, ESL
		KINGSBOROUGH COMMUNITY COLLEGE		
Starrett City	Psychology for Everyday Living	Anthony Urbano	(see above)	(see above)
Coney Island Hospital	Myths & Folklore	Laura Brenner	B.A., Harper College; M.A., Brooklyn College	
Shorefront YM-YWHA	Philosophy	"	"	
Surf	Mind & Body	Sheryl Arnstein	B.S., City College, Educational Psychology	Teaching, Research -- Psychology Department, N.Y.C.C.C.
Brooklawn	Tai Chi Chuan	William Chan	B.A. Economics, Shu Hai Coll; Studies at Lam Tak-Wing Studio, Chinese Painting	Teaching Secondary & Adult Education
Council Center	Drama Workshop	Aviva Davidson	(see previous listing)	(see previous listing)
Sephardic	Psychology	Lenore Powell	B.A., Brooklyn College, Psychology; M.A., Teachers' College (Columbia); Doctoral Study: Gerontology	Psychotherapist, Psychological Counseling & Testing
		STATEN ISLAND COMMUNITY COLLEGE		Teaching and supervision -- Continuing Education and Group Work Programs
Cassidy Coles	Current Events	Marty Mintz	Cooper Union Art Sch, 4-yr cert. in fine arts, study in psych & music	
Clove Lake Nursing Home	Psychology of Crime in America	Eric Devlin	B.A., English, Wagner College; M.A., English, Richmond College	Teaching -- College Instructor
Carmel-Richmond Nursing Home	Cultural & Current Events	Marty Mintz	(see previous listing)	(see previous listing)

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

Center	Course	Teacher	Teacher's Academic Background	Teacher's Experience
Andrew Stein	How to Stay Healthy	Catherine Mathis	B.A., Hunger College, Health Education; Certificate: Nursing, Anesthesiology	Director of Nursing Programs; Coordinator of Nursing and Health Care
Casita Maria	Gardening	Kalmia Devero	A.A.S., SUNY Farmingdale, Horticulture & Landscape Gardening	Teaching, Writing, Botanic Garden horticulturist and propagator
Jewish Guild for the Blind	The Last 50 Years	Bob Disch	B.A., New York University; M.A., Goddard College Graduate Center	Teaching-- Pratt Institute, Adult Education Programs; Writing; Editing
Jewish Guild for the Blind	America, Where Are You Going	Isaac Glauberman	B.S., City University, Psychology	Teaching: Adult Education, Geriatrics
Jewish Home & Hospital for the Aged	Comparative Cultures	Nancy Rubenstein	B.A., N.Y.U., Bio Psychology; MS.W., Columbia School of Social Work	Administrator, Supervisor: NYC Dept. of Social Services; Development: Funding, Proposal and Communications System, Social Work Agency
Jewish Home & Hospital for the Aged	U. S. Government	Charles Wolff	Brooklyn College & Kingsborough C.C.: Political Science, Ethical Culture, Poets' Workshop	Writer: Political Science publications, Poetry
Katherine Engle	The Middle East	Yehuda Shragai		
Jackie Robinson	Comparative Religion	Anthony Fasano	A.B., Catholic University; M.A., Manhattan College Doctoral Study in History of Religion	Teacher: Social Studies, History, Adult Education; Department Chairman, Religious Studies
University Settlement	Psychology	Nancy Rubenstein	(see previous listing)	(see previous listing)
Salem	Spanish	Linda Warren	B.A., New York University; M.A., Columbia University, French Language & Literature	Teaching ESL, Spanish & French; Editing foreign language texts
Hudson Guild	Gardening	Kalmia Devero	(see previous listing)	(see previous listing)

Center	Course	Teacher	Teacher's Academic Background	Teacher's Experience
Stanley Isaacs	Personality Development	Vivian Burton	B.A., Speech & Drama, Hunter College; M.A., Guidance, Reading, New York University	Teaching ESL, Remedial Reading; Guidance Services, Vocational Counseling
Chinatown Planning Council	Citizenship	Catherine Lee	B.A., Pace University; M.A., Hunter College, Early Childhood & Elementary Education	Teacher: After School Programs
		LAGUARDIA COMMUNITY COLLEGE		
St. Mary's	Perspectives on the News	Minerva Abrahamson	(see previous listing)	(see previous listing)
Queens Lighthouse	A Personal Philosophy of Life	Isaac Glauberman	(see previous listing)	(see previous listing)
Woodside	The Metric System	Eric Chasanoff	B.S., Belknap College, Meteorology; N.Y. Polytechnic Institute, Graduate Study Air Resources & Meteorology	Teaching Continuing Education
Catherine Sheridan	ESL	Louis Fried		
Sunnyside	Short Classics in American & English Literature	Neil Friedland	B.A., City College, English; M.A., Hunter College, English Literature	Teaching: College Instructor and Adjunct Lecturer
Maspeth	The Metric System	Alfredo Mondhana	(see previous listing)	(see previous listing)
Flushing YM-YWHA	Creative Writing	Nancy Jackson	B.A., Radcliffe, English Literature; M.A. Teachers College, Columbia, Teaching of English, Secondary Schools	Teaching: High School and Adult Education programs
Prince Street	Personality	Miriam Gould	B.A., Queens Coll, Community Health; Graduate Study: M.A. Program in Public Health	Medical Assistant and Recreational Therapist
Goodwill Industries	America, Where Are You Going?	Wayne Bennett	B.A., SUNY Stony Brook, Social Sciences; MVP, N.Y.U., Urban Planning	Teacher: Adult Education Programs; Community Advocate; Housing Planner

Center	Course	Teacher	Teacher's Academic Background	Teacher's Experience
Hartman YM-YWHA	Mind and Body	Edna Mashatta	(see previous listing)	(see previous listing)
Hammel Houses	Dance & Movement for Health	Lucille Wilson	B.A., New York University, Philosophy; M.A., State U. of Iowa, French; M.A., Teachers College, Columbia, Leisure Ed and Gerontology	Consultant, Teacher, Movement
Field YM-YWHA	Psychology Today	Robert Ovryn	B.A., Brooklyn College, Psychology; M.A., New School for Social Research, Psychology; Ph.D., N.Y.U., Psychology	Psychotherapist and College Teacher
Springfield Gardens	Drama Workshop	Lisa Eisenstead	B.A., U. of Maryland, German, Foreign Area Studies; Study and Training: Drama, Music, Ballet	Administrative, Production and Director's Assistant; Teaching Assistant and Tutor in Grammar and Conversational German
Archer Avenue	Spanish	Matilde Fava	B.A., Fordham, Italian, French & Philosophy; M.A., Queens College, Italian & Spanish; Doctoral Study, N.Y.U., Italian Literature	College Teacher and Adjunct Lecturer
Neponsit Home for the Aged	Perspectives on the News	Richard Kantrowitz	B.A., Hofstra U., History; M.S., Hofstra U., Sociological Foundations of Education	Graduate Teaching and Staff Assistant
Brookdale Village	Psychology	Robert Ovryn	(see previous listing)	(see previous listing)
		BRONX COMMUNITY COLLEGE		
Bronx Community College	Physical Fitness	Sonya Samburg	Studied at Connecticut College and at the Martha Graham, New School & Charles Weidman Schools of Dance	Teacher of Body Alignment, Posture & Exercise, Modern & Folk Dancing
Kingsbridge	Contemporary America	Wallace Sokolsky	B.A., City College; M.A., Columbia U., Doctoral Study in English Literature	College Teacher, lecturer -- Adult Groups and at Colleges

Center	Course	Teacher	Teacher's Academic Background	Teacher's Experience
Kingsbridge	Race & Ethnic Relations	Peter Merrill	B.A., Trinity College, Religion; Master of Urban Planning, New York University, City Planning	College Teacher
Heights	Introduction to Psychology	Joe Weiss	B.S., City College, Social Sciences; M.A., New York University, Psychology	College Teacher, Psychotherapist, Educational Counselor
Buroughs	Spanish	Alan Pomerantz		
		HOSTOS COMMUNITY COLLEGE		
Andrew Jackson	Consumer Looks at Health Care	Carlos Hernandez		
Botanical	American History (In Spanish)	Maria Pinales		
Melrose-Mott Haven	Choral Workshop	Maria Rangel		Singer-Teacher; Writer, Director, University Magazine
Morrisania	Spanish	Ralph Talavera		

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SENIOR CONCERT ORCHESTRA
in a
"POP" SYMPHONY CONCERT
for
SENIOR CITIZENS

THURSDAY AFTERNOON, 2:30 P.M. MARCH 24, 1977

AT THE KLITGORD CENTER AUDITORIUM
NEW YORK CITY COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
285 JAY STREET BROOKLYN, NEW YORK

EMIL KAHN, MUSICAL DIRECTOR AND CONDUCTOR

PROGRAM:

Overture to "Prometheus"	Beethoven
Nocturn, Midsummers Night Dream,	Mendelssohn
French Horn and Orchestra	
Soloist	Leigh Harris
Symphony No 5 in C Minor	Beethoven

Compositions by Beethoven, in memory of the 150th year of the composers death. (March 26,1827)

INTERMISSION

Hungarian March	Berlioz
Damnation of Faust	Gounod
Concertino for Clarinet	Weber
and Orchestra, Soloist	Walter Lewis
"Oklahoma" Medley	Rogers

SPONSORED BY

THE INSTITUTE OF STUDIES FOR OLDER ADULTS, DIVISION OF CONTINUING EDUCATION
NEW YORK CITY COMMUNITY COLLEGE and THE SENIOR MUSICIANS ASSOCIATION

in cooperation with

NEW YORK CITY DEPARTMENT OF PARKS AND RECREATION

ADMISSION FREE BY COMPLIMENTARY TICKET ONLY - NO RESERVED SEATS

Tickets may be obtained by writing to the Senior Musicians Association 261 West 52nd Street, New York, N.Y. 10019, Attention: William Feinberg or New York City Community College, Division of Continuing Education, Institute of Study for Older Adults, 300 Jay Street, Brooklyn, New York 11201, Attention: Joyce Greenup. Enclose a stamped self-addressed envelope with your request.

This event is made possible with Public Funds from the New York State Council On The Arts. This Event Is Also Made Possible With Funds From The Music Performance Trust Fund Of The Recording Industries, Exxon Corporation, And Contributions From Members Of The Senior Musicians Association.

NEW YORK CITY COMMUNITY COLLEGE
DIVISION OF CONTINUING EDUCATION
300 JAY STREET
BROOKLYN, N. Y. 11201

INSTITUTE OF STUDY FOR OLDER ADULTS
in cooperation with
R. S. V. P.

A COURSE IN INFORMATION AND REFERRAL SERVICES FOR SENIORS

A course designed for R.S.V.P. members. This course will clarify the distinction between information services and referral services while training seniors to assist their peers in senior centers. Specific topics of discussion will include: techniques of interviewing, sources of information and services for older adults, methods of providing referral and information services while dealing with a particular case study.

When:	Tuesday and Thursdays - 10 a.m. to 12 p.m.
Where:	Catholic Charities 191 Joralemon Street Brooklyn, N. Y. 11201
Instructor:	Mrs. Nancy Rubinstein
Dates:	May 17, 1977 to June 28, 1977 (12 sessions)
Cost:	There is no charge for seniors attending this course.

For further information call: Dr. Peter Oppenheimer or Mrs. Joyce Greenup
643-8150

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DIVISION OF CONTINUING EDUCATION

THE BROOKLYN PUBLIC LIBRARY

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INSTITUTE OF STUDY FOR OLDER ADULTS

A project in continuing education as a life-long process highlighting the sense of potential growth throughout life.

PRESENT

A course for senior citizens:

Jewish Oral History and Culture on American Soil

This course examines ethnic heritage -- its character, alteration, and reflection in American culture.

When: Thursdays, 1:30 to 3:00 p.m. for 9 weeks

Where: Brighton Beach Library, 16 Brighton 1st Road
Brooklyn, New York

Registration Dates: March 21, and March 24, 1977

Starting Date: March 31, 1977

This program is "funded under contract with the New York City Office for the Aging as part of the Older Americans Act Program, administered by the New York State Office for the Aging".

REGISTRATION FORM

Please register me for the course: Jewish Oral History and Culture on American Soil ____

NAME (please print) _____
Last First Initial

Address _____
Number & Street Borough Zip Code

Telephone _____ _____

Register at or mail completed form to:

Brighton Beach Branch
Brooklyn Public Library
16 Brighton 1st Road
Brooklyn, New York 11235

or telephone: 266-0005

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DIVISION OF CONTINUING EDUCATION

THE BROOKLYN PUBLIC LIBRARY

and

INSTITUTE OF STUDY FOR OLDER ADULTS

A project in continuing education as a life-long process highlighting the sense of potential growth throughout life.

PRESENT

A course for senior citizens:

Polish and Irish Oral History and Culture on American Soil

This course examines ethnic heritage -- its character, alteration, and reflection in American culture.

When: Mondays, 1:30 to 3:00 p.m. for 9 weeks

Where: Greenpoint Library, 107 Norman Avenue
Brooklyn, New York

Registration Dates: March 14, and March 21, 1977

Starting Date: March 28, 1977

This program is "funded under contract with the New York City Office for the Aging, as part of the Older Americans Act Program, administered by the New York State Office for the Aging".

REGISTRATION FORM

Please register me for the course: Polish and Irish Oral History and Culture on American Soil____

NAME (please print)_____
Last First Initial

Address_____
Number & Street Borough Zip Code

Telephone_____

Register at or mail completed form to:

Greenpoint Branch
Brooklyn Public Library
107 Norman Avenue
Brooklyn, New York 11222

or telephone: 383-6692

NEW YORK CITY COMMUNITY COLLEGE OF THE CITY UNIVERSITY OF NEW YORK
DIVISION OF CONTINUING EDUCATION AND EXTENSION SERVICES
INSTITUTE OF STUDY FOR OLDER ADULTS
300 JAY STREET
BROOKLYN, NEW YORK, 11201

CURSOS PLANEADOS PARA PERSONAS MAYORES EN ESPANOL

ENTRENAMIENTO DE LIDERES PARA ACCION SOCIAL

Program: Un curso presentado en espanol. La clase examinara la percepcion de accion social y estudiara estrategias especificas. Topicos para discusion incluiran utilizacion de los servicios de asistencia publica, problemas de comunicacion, como negociar con burocracias, y otras areas de interes escojidas por la clase.

Quando: El 22 de Marzo, 1977 de 1:30-3:30, todos los Martes, por doce semanas.

Donde: East Harlem Committee on Aging
312 East 109th Street, New York, N.Y.

DERECHOS DE INGRESOS Y BENEFICIOS

Programa: Un curso presentado en espanol. El curso explicara los programas de ingresos basicos en existencia, como Seguro Suplementario (SSI), Titulo XX, Estampillas de Alimentos, etc. Otros topicos de discusion incluiran: alluda financial de emergencia, y transferencia automatica de los cheques del Seguro Social para las cuentas bancarias. El objetivo principal es el entrenamiento de las personas mayores para alludar sus amigos en problemas relacionados con ingresos.

Cuando: El 30 de Marzo, 1977 de 9:45-11:45, todos los Miercoles, por doce semanas.

Donde: University Settlement Center
189 Allen Street, New YOrk, N.Y.

Estudiantes: La persona necesita ser un miembro activo en un centro para las personas mayores y fluido en espanol.

Costos: Ninguno para los estudiantes, Las clases son financiada por el New York City Community College attravez de una beca de la New York Foundation.

Para matricularse en uno de estos dos programas, llame el senor Michael Dantuono o el senor Peter Oppenheimer, telefono: (212) 643-8150

MATRÍCULA

ENVIE PARA: NEW YORK CITY COMMUNITY COLLEGE
Division of Continuing Education
300 Jay Street - Naam 304
Brooklyn, N. Y, 11201
ATT: Mr. Michael Dantuono

Me gustaria recibir mas información a respecto:

ENTRENAMIENTO DE LÍDERES DERECHOS DE INGRESOS

Me gustaria recomendar estudiantes para

ENTRENAMIENTO DE LÍDERES DERECHOS DE INGRESOS

NOMBRE_____
(apellido) (nombre)

AGENCIA_____

DIRECIÓN_____

TELÉFONO_____

Para más información llame (212) 643-9150

NEW YORK CITY COMMUNITY COLLEGE

SOME GUIDING PRINCIPLES FOR I.S.O.A. TEACHERS

Rick Moody, I.S.O.A. Teacher

A. Class Discussions

The basic teaching method for I.S.O.A. classes in the "academic" subject areas is and must remain the discussion method. One of the most important reasons why this is so arises from the absolute necessity of involving all members of the class in the classroom activities through direct participation, which tends to be more difficult in abstract subjects than it is with arts and crafts.

Many high school and college teachers proceed according to the "I-talk-you-listen" method, which not only tends to put people to sleep but has two other disadvantages, no matter how interesting a speaker you may be: (1) the teacher can't get feedback from the class; and (2) this method reinforces attitudes of over-anxious awe and respect for "the Professor". Unfortunately, many older adults are likely to come into class with such attitudes toward teaching and learning, so it's up to us to help break down that barrier as much as possible. (More about that later.)

One of the biggest problems of using a discussion method in class, however, is that many people, older adults included are not really very good at listening to other people or at holding to the thread of an idea and following it through a conversation where many people participate. In other words, the result of too many "discussions" is simply chaos or silence.

Teachers can help overcome this by acting in the role of the Moderator. To achieve this, some of the following techniques are helpful:

(1) Non-directive Responding. In Carl Rogers' non-directive therapy, the therapist generally confines himself to rephrasing the patient's question, statement, or expression of feeling. As a good moderator, the teacher should be prepared to help focus the discussion by rephrasing each student's contribution in such a way as to help everyone in the group to understand it and to appreciate it. Of course, to do this requires that the teacher avoid "editorializing" or injecting too many of his own opinions.

(2) Affirming & Endorsing Responses. No matter what a student says, it's good to affirm it and to emphasize that it has been a worthwhile contribution. This is sometimes hard to do when members of the group express disconnected ideas, hostile feelings or idiosyncratic views which have no connection to anything said previously, but it's still necessary. Sometimes just writing a couple of key words on the blackboard, without

criticism, helps each person to feel that his contribution has been "heard" and recorded.

(3) Dealing with Differences in Participation. Some students talk too much, using the discussion format as a sort of soapbox on which to vent their private obsessions or points which are essentially repetitive and not helpful to others. Other members of the class may deal with this either by withdrawal or by destructive hostility; firm intervention by the teacher can help prevent this kind of outcome. By the same token, there are always people in a class with very fruitful insights who are nonetheless quiet or shy by temperament. It sometimes happens that a "loudmouth" or two will even keep cutting them off. Here again, if the teacher is a good moderator, he will see to it that all members of the class get drawn into the discussion, by asking, for instance, "What do you think about this?" to a quiet class member. Similarly, when a student goes off too far on a tangent, the teacher can emphasize the positive features of his contribution and then intervene to draw the discussion back to themes that are of more interest to other people in the group.

(4) Asking Questions. Even upon being exposed to very suggestive or stimulating material, students still may not have a clear focus on what is relevant or interesting about it. The teacher can help here by framing the proper kinds of questions: not in the authoritarian "Guess-what-I'm thinking" kind of phoney question-and-answer method used by a teacher who's always trying to control the student's answer but instead a kind of open-ended question that serves more to arouse the student's mind and encourage him to think of alternatives which might not even have been considered before. The teacher, in other words, should not dominate the discussion but neither should he allow it to roam on fruitlessly if it's apparent that there isn't any focus or real interchange among members of the class. Here, as always, it's a matter of finding a correct balance, and there isn't any general rule about the best proportion of free discussion versus teacher intervention. The only rule is that the students should, as continuously as possible, be attentive, interested, participating, and interacting coherently among themselves. If they're not -- if they're bored, inattentive, gabby, hostile or distracted -- then that means the teacher isn't doing his job. Perhaps he's being too active (talking too much) or perhaps too passive (sitting on the sidelines). Either way, the teacher is ultimately responsible for the quality and direction of the class activity, and it's his responsibility to make sure that the students are happy, interested, and genuinely learning things.

It's hard to be a good Moderator, but experience seems to show that the discussion method is really the best way of getting older adults involved in the educational process and encouraging them to take responsibility for their own learning. Ultimately, of course, that means learning without a teacher, but in the first phase anyway a teacher is absolutely indispensable, and that's why it's important to do the job right.

B. Lecturing

After what has been said so far about class discussions, it might seem that lecturing at all times should be consodered a taboo. In my opinion, that would be a mistake, because I think that there is a definite place for lectures in the I.S.O.A. classes. Several points, however, come to mind.

A lecture format may be desirable in order to present new material to the class that can't be communicated through a written medium (for various reasons). Or again, it may be that an outside visitor will be available to give a special presentation in a lecture format. Finally, there are always members of the class who'll feel uncomfortable with too much class discussion; they'll think, rightly or wrongly, that this isn't real education, that they want to hear more of what the teacher has to say, or that there's a need for something solid, some kind of information exchange that is often missing in a pure discussion format. For any or all of these reasons a teacher sometimes finds it advisable to give lectures once in a while or even on a regular basis.

When giving lectures to I.S.O.A. groups, my own experience suggests that the following points should be kept in mind:

(1) Keep it short. Human attention span (old or young) rarely extends beyond 20 minutes or a half hour (perhaps 45 minutes or an hour at the outside). If you find it necessary to present material in this format, make sure to keep a close watch on your audience. Some will be bored from the first minute you open your mouth, but if you find yourself losing their attention, scrap the speech and change direction promptly (no matter how much work you've put into making it the "perfect" lecture!)

(2) Encourage Interruptions. Many teachers look upon interruptions or questions from the floor as a distasteful distraction. You'll do better to think of these questions or interjections as helpful feedback signals and also as ways of involving the audience continuously in what's going on.

Naturally, you will have to tell them, and repeat several times, that you want them to interrupt you whenever they have something that could be interesting to others.

(3) Make use of Spontaneity. "Prepare for the unexpected: then you'll never be disappointed." This rule goes for lecture formats: the most interesting topics are often those that are suggested by interruptions from the floor or by immediate insights that occur to you as the teacher while you're talking. The best way to learn something is really to teach it, but only if you're prepared to "run with the subject matter" wherever it leads you. That means thinking on our feet and following out a line of thought in front of a live audience when you really don't know where it will lead you... a scary proposition, I admit, but also the most exciting way to lecture.

(4) Maintain Coherence. If you follow too many flights of fancy and interruptions from the floor, you're very likely to end up wondering silently or out loud: "How did we get here?" For the benefit of your students, you must make a place for emphasizing structure: for recapitulating points made earlier, for explaining ideas in greater detail, for reviewing what happened in class when you reach the end of the discussion, and for somehow giving the students a sense of how it all fits together. What is clear to you may be confusing to them, especially if you let your mind roam freely. Remember your own confusion when mathematics professors or philosophy teachers would take up a class period to expand on some esoteric points made by advanced members of the class: there's always a need to get everyone involved and to return to the basic starting point so that people can get a sense of where they've come from and where they've arrived.

(5) Use Physical Aids. Printed hand-outs, films, books, pictures, records, anything you can get your hands on. Pass it all around, let people touch it, examine it, read it, poke at it and somehow get connected with what's going on. Too many words in the air (whether lecture or discussion) can often end up being just... well, hot air. You can overcome this by finding ways to use a blackboard, by making diagrams, making outlines, hand-out sheets, pictures, audio-visual materials, and anything that connects with the students in a sensory way.

With all these methods, the only final rule of thumb is get evaluate continuously: give students what makes them excited and attentive, and if something doesn't work, be prepared to throw it on the scrap-heap (no matter how good it seemed to you.)

C. Homework

Should you give homework to I.S.O.A. students? Opinions differ on this but the consensus seems to be "No", for the simple reason that for most people, homework assignments, tests, and the like are associated with their previous school experience... which usually spells failure, humiliation, and anxiety of every kind. Thus, here, as in every other aspect of class, we have to find ways of allowing people to rediscover the enjoyment of learning without the trappings of authoritarianism, punishment and passivity.

On the other hand, homework assignments do serve a useful purpose of reinforcing material learned in class and of carrying over classroom experiences into the student's everyday experience. One solution to this problem is often to create relatively non-threatening homework assignments: like asking everybody in the class to bring in newspaper clippings of interesting or valuable articles. Then, the following week, people who remembered to bring in their articles, are singled out for special praise and their articles might be read aloud. This type of approach encourages everyone to participate and to fulfill assignments, while avoiding any tendency to punish people who fail to carry them out. There are ways in which a similar approach can be worked out for assignments of television viewing, reading of books or articles, or preparing materials to be used in class.

D. Informal Learning Formats

One theme which runs throughout the literature on "non-traditional educational settings" is the need to create arenas of human encounter where learning can take place in a natural and informal manner. We don't learn to talk or to walk (or to work in an office or be a teacher) by going to special classes for these things. In the same way, it seems reasonable that many I.S.O.A. students will find it easier to learn in settings which minimize the anxiety aroused by a "classroom" with a "teacher" and all that this represents. On the other hand, there are students who demand and in fact thrive on just that formalized type of learning situation, and for that reason it's unwise to automatically exclude the lecture format just because it doesn't fill the bill as an informal learning format.

A valid compromise to this problem, in my experience, has been to alternate the style and setting of learning experiences: to include a short lecture period balanced by perhaps a lengthy coffee break or a question-and-answer period where people are free to move around the room, sit

down in small groups at tables, or whatever. Still another approach is to actually end the class early: have it be an hour instead of an hour and a half, but then stick around and talk with the "hard core" of interested students who will remain. Sometimes these discussions get so interesting that they can go on all night! But the real point here is that then you've got a small, cohesive group that is genuinely interested in the subject discussed during that class. (It might be a different crowd that stays around next week when a topic is discussed that they want to pursue.) With a smaller group, too, it's possible to maintain the kind of dialogue and careful listening that is so essential to real learning and to the interchange of ideas. Another reason why this shortened class approach has a lot to recommend it pertains to the fact that many people come to these classes not so much for real education as for socializing, entertainment or because they've got nothing better to do. People in this category often get what they need out of a class session after a relatively short period, and, more likely than not, they're not strongly interested in following up the questions raised by the subject matter either through homework assignments or through all-night discussions. I'm afraid that we must recognize that our audience for I.S.O.A. classes consists of many different people with diverse needs and desires, and we need to find a way of serving all of them and of giving our students a maximum of freedom and flexibility.

Rick Moody
I.S.O.A. Teacher

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Reports

College for Older Americans/ AIAW Champions Women's Athletics/ Meditation and Education/ Peer Teaching

"I Am Still Learning"

At age 80, Goya inscribed these words under a sketch of an ancient man stooped with age and propped on two sticks. The artist was mocking his own notorious infatuation with novelty, of course—but he was also celebrating the simple truth that an active mind is relatively impervious to age. This truth, spiked with Goya's bracing irony, might be the motto of a new movement in higher education to meet the needs of older people.

One out of every five colleges and universities is currently moving in this direction, according to a recently published study by the Academy for Educational Development (AED). The urge to serve this new constituency is spurred by declining enrollments on the one hand and by federal grants on the other. But it may have a larger import for the campus. These new programs for students in what the French call "the third age" are not constrained by the pressures of testing, grading, and credentialing. In these classrooms one finds something rare in American education above the primary grades: learning for its own sake.

"Older people don't just want to be shuffled off to a retirement home," says Alvin Eurich, president of the Academy for Educational Development. "They're not played out and unteachable, though many are reduced to that state by neglect. What they need are new outlets for their many skills and interests, activities where they are wanted and needed, chances to be of use. Colleges can respond to these needs with new kinds of offerings, and find good use for their special resources, facilities, and expertise. We believe the field is worth a hard look by every faculty and administration."

A few full-fledged programs already exist and give a glimpse of the prospects. The forerunner was the Institute for Retired Professionals (IRP) at the New School for Social Research in New York City. It started over a decade ago with a unique do-it-yourself approach not unlike the young students' "free universities" of the late sixties.

Frankly fashioned for an elite clientele, the institute consists of 600 former doctors, schoolteachers and professors, executives and businessmen who create their own educational and social community. Each pays $200 a year for the opportunity to teach and learn (all courses are conducted by members; there are no paid teachers), as well as to take free courses in the New School's brimming adult program. Many spend a good part of every weekday at the school's attractive building off lower Fifth Avenue just north of Greenwich Village.

Recent courses ranged from French to Creative Dramatics, Music to Biomedical Developments. In one morning I sat in on a fiction writing workshop taught by a former editor, a lecture on language by a fast-talking 72-year-old polylingual spellbinder, and a seminar on comparative cultures. Sociability was clearly the dominant value rather than intellectual rigor. But the discussions were not without flashes of insight, shards of wit, and occasional erudition.

Of course, the institute is no answer for most retired people. But it works well for those who already have the most—intellectually, financially, and socially. The drop-out rate is only 10 percent annually, and the idea is spreading to other cities: Boston, Philadelphia, Cleveland, San Francisco, and San Diego have centers inspired by the IRP.

The AED survey, sponsored by the Edna McConnell Clark Foundation, disclosed that nationwide the responses of most colleges and universities have been more modest and conventional. Free or reduced tuition in regular courses is the most widespread practice. Some institutions are experimenting with innovations such as courses at off-campus locations convenient for older people, preretirement planning, educational vacations, provision of health, transportation, or counseling services, residential programs, and even retraining and new careers programs.

At North Hennepin Community College in Brooklyn Park, a suburb of Minneapolis, several hundred students over 55 years of age are enrolled. The college began its experimental tuition-free noncredit courses especially for the elderly three years ago, largely in response to community pres-

sure from older people themselves. Federal funds have aided the enterprise.

The program started with practical courses, such as Budgeting on a Fixed Income, Lip Reading, Psychology of Change, The Urban Environment, Public Speaking, and preparation for passing high school equivalency exams. But subsequently the course offerings have become bolder, including Organizing for Power and Sex over 65. Moreover, many of the students have moved on into credit courses and degree programs as well as into campus life through joining social activities and the musical and dramatic groups.

The older students usually hold their own in regular classes; in fact, the chief resistance has come from young students who complain that the older ones, who take only one or two courses and have more time to study, end up "raising the curve and leaving a lot of kids in the dust," as one of the youngsters plaintively put it.

Even more ambitious is a program called The Institute of Study for Older Adults, run by New York City Community College. Rather than inviting the old people onto the campus, the institute goes to where they are: some 60 locations throughout the five boroughs, from the elegant Jewish Guild for the Blind in mid-town Manhattan to dingy retirement homes and "senior centers" in the farthest reaches of the Bronx.

The program started only three years ago, when members of a Brooklyn "Friendship Club," many of them foreign-born, asked for a course in English "so we can talk to our grandchildren." This year 5,000 people, many over 80 and averaging 70, enrolled in 160 courses ranging from home nursing and health needs to American Cultural Origins and video workshops.

Supported by $100,000 a year from the State Office of the Aging and $75,000 from the City University of New York, the program operates through the city's eight public community colleges. (The cost works out to $32 a year per student.) Courses are proposed or selected by groups in each of the centers where the students meet. The most popular offerings are in Basic Psychology, followed by Basic English, Sociology, Current Events, and Spanish. Last year Joseph Schoenberger, a 100-year-old retired diamond setter, took a particularly heavy schedule. After finishing China Today he took two nine-week courses simultaneously: Aging in Other Societies and Current Issues: Watergate. He received certificates of accomplishment based on his record of attendance at a "commencement" ceremony that is held at every center at the end of each nine-week term. "I feel like 75," says Mr. Schoenberger. Another student, Sarah Schottland, 94, proclaims that "my studies have made a new woman out of me."

The student body and the curriculum vary tremendously. "While there are former lawyers and teachers among the participants, most have less than a high school education," reports Director Peter Oppenheimer. "Many have not completed grade school. Some are illiterate. Moreover, in dealing with an age range from 55 to 100, teachers find themselves confronting a span of one and a half generations—which makes it difficult to provide one fare or approach for everyone, to say the least."

Personal tragedy has often shattered these people's lives. "If it wasn't for looking forward to this class every week—and my sick husband who needs me to care for him—I'd end my life tomorrow," one student told her teacher. Several classes are at facilities for elderly people who are blind, mostly as the result of recent illness. This is education conducted on the edge of despair—many of these people are understandably full of an inexpressible rage, which they and their teachers must learn to deal with together. Some are too defeated to respond at all: Recent attempts to initiate courses at a large city hospital and a welfare hotel

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